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ABSTRACT

These proceedings have three parts. Part 1 contains the address, "Continuing Education (CE) in the Era of Quantum Change" (Varner), and summaries of these three others: "Coloring Outside the Lines--Educating Outside the Box" (Long); "On a Clear Day, You Can See Tomorrow" (Hurley); and "Making of a Champion" (Patterson). Part 2 has these 31 papers in 3 concurrent sessions: "Exploring New Connections" (Pappas, Mann, Jerman); "How Teamwork Can Improve Your Customer Service!" (Shinn); "Marketing and Advertising" (Rodabaugh, Kaufman); "Developing a High Performance CE Unit" (Bell, Elkins); "Partnership with Community Leadership Development Programs and Community Mapping" (MacRae et al.); "Sinking in the Wave of eLearning" (Bothel, Gray); "Reaping the Benefits of Teamwork" (Feldman); "Creation of an Operation Unit to Increase Productivity" (Pepper); "Establishing an Accountable System for Fiscal Responsibility and Success in Continuing Higher Education" (Pappas, Little, Berardo); "Understanding Change in Off-Campus CE Students" (Hine); "Higher Education Institutions" (Gadbow); "New Fast Track Design for Curriculum Development" (Russo); "Teamwork for the Future" (Acheson et al.); "Step Above the Competition" (Craver, Conner); "Developing a Corporate University Consortium" (Kelley, Gordon); "Writing for Publication" (Hanniford, Lawler); "Credit and Non-Credit Team" (Nickell et al.); "Where Is Your Program's Weakest Link?" (Campbell, Wilson); "TLC: Navigating Successful Partnership" (Akiele, Canady, Drake); "Building a Collegial Team of Adjunct Teachers" (Leatherman); "Areas of Practice, Responsibilities, and Tasks of Continuing Higher Educators" (Dufour); "Running with the Big Dogs--Small College Model for Developing Distance-Learning Graduate Programs" (Culbertson, Mack); "Win/Win Teamwork Scenarios for CE, Adult Degree Programs, and the Community" (Woodruff); "Program Planning A-Z" (Gaymer, Malone, Tracy); "Data for Decisions" (Aslanian); "Global Outreach Through a Nontraditional Doctorate Degree" (Pappas,

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Williams, O'Hair); "Creating a Team-Oriented Faculty Development Program" (Martin); "Web-Based Experiential Learning?" (Eichholz, Williams); "Changing the Future One Person at a Time" (Chandler); "Creating Teamwork Opportunities by Forging Partnerships Between Internal and External Constituencies" (Martinak, Moore); and "Creative Partnerships" (Lewis). Part 3 provides the business meeting, including financial reports, subgroup activity reports, and lists of officers and citation winners. (YLB)

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2002

ACHE

Proceedings

Pathways to Success

Teamwork, Leadership, & Change

64th Annual Meeting | Birmingham, Alabama | November 2-6, 2002

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Preface

The 2002 Proceedings of the Association for Continuing Higher Education are presented herein. These proceedings record the 64th Annual Meeting of ACHE held in Birmingham, Alabama.

ACHE President Robert B. Leiter selected the theme *Pathways to Success: Teamwork, Leadership, and Change (TLC)*. In selecting the theme Leiter stated, "Higher education is in the midst of a sea of change, a technological and instructional revolution, created by the largest technological growth period in history. As a result, institutions must proactively address the future. The conference will allow attendees to be positioned to seize opportunities and successfully meet the new challenges we all face."

Congratulations to Donna Keene and her program committee for this timely and valuable conference. Through diverse speakers, sessions, and workshops the program provided continuing higher education professionals with an array of new ideas, approaches and resources.

Sallie Dunphy, Phil Whatley and their staff at the University of Alabama Birmingham provided perfect arrangements for attendees visiting the "Magic City" Birmingham, Alabama.

Please accept these Proceedings of the Association for Continuing Higher Education's 64th Annual Meeting—the first "online" edition.

Irene T. Barrineau, Editor
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President-Elect Address

Presenter: President-Elect Allen Varner, Indiana State University

Thank you for allowing me to serve as the president of the Association for Continuing Higher Education. The dual purpose of my presentation today is to identify the theme for next year's Annual Meeting and to share my 2003 goals.

The Annual Meeting will be in Charlottesville, Virginia November 8-11, 2003, hosted by the University of Virginia. Its theme will be:

Continuing Education in the Era of Quantum Change

I've chosen three sub themes to address the theme via three perspectives.

- The History of Continuing Education
- The Present - Examined Through Best Practices
- The Future - From the National and International Perspectives

The History of Continuing Education

Our world is changing and it's changing at a rapid rate. Changes in technology, demographics, competition, and legislative expectations are changing the way we operate.

Just as our world is changing, the field of continuing education is also changing rapidly. Opportunities to reach new audiences through technology, satellite locations, flexibility in scheduling, expanded support services are just several of the changes we've witnessed in recent years. The new and expanded role of continuing education has resulted in a number of professionals from diverse academic and work backgrounds becoming part of our profession. Individuals with expertise in distance education, research, marketing, financial planning, and varying academic areas continue to join our Continuing Education teams, and as a result, continue to make our continuing education units stronger and even more vibrant.

Because of the rapid change and the influx of so many professionals with little or no continuing education background, I believe it's time for us, during the 2003 Annual Meeting, to revisit our profession's history and reflect upon the reason or reasons why we do what we do.

During our 2003 Annual Meeting we will, through history, discover or rediscover Continuing Education's rich history and body of knowledge that goes with our profession. I'm pleased to announce that Dr. Wayne Whelan has agreed to be the keynote presenter for THE HISTORY OF CONTINUING EDUCATION.

The Present– Examined Through Best Practices

You are a member of the Association for Continuing Higher Education – the premier international organization of its type in the world. ACHE:

- Has practitioners from diverse institutions
- Is an open, grass roots organization that provides many opportunities for leadership and participation to all members
- Is an association that has a long-term relationship with its members, and offers them a large network of colleagues interested in collaboration and assistance

To take advantage of the expertise that our membership has to offer, the second sub- theme is THE PRESENT - EXAMINED THROUGH BEST PRACTICES in five specific areas.

- Planning for Success
- Positioning for Success
- Partnering for Success
- Programming for Success, and
- Success through vision and accountability

ACHE is a network of leaders and, as such, our ACHE membership provides the greatest source of expertise to address best practices. In addition to best practices in the five identified areas, the program committee will invite you to share your organizational chart with others during the 2003 Annual Meeting. What I have learned from our own various reorganizations is that any organization, no matter how ineptly designed, will function well if its members so wish. By examining best practices as they relate to planning, positioning, partnering, programming, vision and accountability we can identify what will allow individuals to perform, regardless of a confusing or dysfunctional organizational chart.

The Future– From The National and International Perspectives

Broad societal changes as well as broad campus changes have created unprecedented opportunities for continuing education units to make a difference for our students, our communities, and for our institutions. I believe that our constituents, stakeholders and the institutions of higher education will look even more to continuing education professionals to provide leadership in the years to come.

For that reason, our third and last sub theme is THE FUTURE – FROM THE NATIONAL AND INTERNATIONAL PERSPECTIVES. If you were given an opportunity today to create a model continuing education unit for the year 2006 what would that organization look like? What benchmarks would you use? I encourage you and your colleagues to submit proposals to address the following futuristic points:

- Future Issues
- Future Challenges
- Future Trends
- Future Opportunities
- Future Engagement with the Communities, and
- C.E. Future – Looking into the Crystal Ball

The formal "Call for Proposals" will go out soon. I challenge you to reflect on the conference theme and to submit a proposal for the 2003 Annual Meeting.

I have served on numerous program committees and I realize how much time and work it takes to prepare and present the Annual Meeting. Today, I am pleased to ask our 2003 Program Chair, Regis Gilman and our 2003 Local Arrangements Chair Jim Baker and each member of the 2003 Program and Local Arrangements committee to stand and be recognized.

I look forward to a wonderful 2003 Annual Meeting in the lovely Jeffersonian setting of Charlottesville VA.

Goals

My 2003 goals for ACHE center on the following four areas:

1. Recruitment
2. Retention
3. Leadership and;
4. The seven goal statements, which your Board of Directors recently updated.

Recruitment – I will continue the excellent recruitment initiatives that were refined by Bob Leiter. Those initiatives included letters of invitation to Historically Black, Native – American, and Hispanic institutions of higher education. Again, in 2003 I will ask the chair of the Community and Two-Year College Network to mail personal letters of invitation to two-year institutions across the country. I will work through the chair of the International Continuing Higher Education Network to recruit more international universities and colleges.

In August of 2002, Roger McLean, Chairperson, Region 6, and I represented ACHE at the Distance Education Conference in Madison, Wisconsin. Quite frankly, Roger and I were surprised and somewhat overwhelmed with the number of professionals who visited our booth. In short, by exhibiting at this large trade show, ACHE recruited new members and current members were reminded of the benefits of being part of ACHE. I will, as president, encourage regional chairs and members of the Board to explore the possibility of participating, on behalf of ACHE, in similar outreach activities.

I salute the Home Office, regional chairs, and our past presidents for their recruitment efforts. Today, as the result of the hard work of many people I am pleased to report that:

- Nearly 2000 individuals hold membership in ACHE
- 703 institutions are represented
- ACHE has 377 institutional members, and
- ACHE is a vibrant, growing organization

Retention – To retain institutional, affiliate, and professional members, I will assist ACHE colleagues to articulate institutional, affiliate, and individual member benefits.

The regional officers, the committee chairs and network conveners have done a great job over the years and I salute their work. The work performed in the eleven regions, as well as

the Committee and Network Teams, provides a natural opportunity for ACHE to involve, and as a result, to retain our membership. As we know, the easiest way to retain members is to inform and involve them in organizational activities. In 2003 I will challenge each of the 11 regions, the 11 committees, and the 8 networks to connect with our membership by increasing the visibility of their activities. To that end, I will ask each region, committee and network chair to generate periodical articles for "Five Minutes with ACHE. "

For my part, I will continue to attend and articulate membership benefits at each regional meeting as well as submitting membership benefits articles for "Five Minutes with ACHE."

Leadership Opportunities
ACHE is a network of leaders. To that end I will:

- Support efforts to strengthen Regional Chair Conference Call activities and the annual Leadership Institute.
- Continue to invite and involve the regional chairs with the mid year board meeting.

Goal Statements
Your ACHE Board of Directors has identified organizational goal statements to address seven specific areas:

- Active Regions/Articulations
- Communication
- Diversity
- Marketing
- Membership
- Professional Development, and
- Research

As stated last year by Robert B. Leiter, your ACHE Board and your incoming president remain committed to addressing the seven goal statements.

Again, thank you for your support. I look forward to serving you during the next twelve months.

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General Session I

Coloring Outside The Lines--Educating Outside The Box
The Sesame Street Experiment

Presenter: Loretta Long, President, MYOWN Productions

Dr. Loretta Long's presentation examined "Sesame Street" as a model for Alternative Delivery Systems of Core Curriculum. The adult student learner of today needs to have his/her learning styles addressed just as much, if not more, than the traditional "Sesame Street" viewer.

A question and answer session followed the keynote session. Attendees were given the opportunity to explore the ideas presented by Dr. Long in greater detail.

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General Session II

On a Clear Day, You Can See Tomorrow

Presenter: Carl Hurley, America's Funniest Professor

Success may be defined as the process of going from where you are to someplace else. Or, it may be thought of as the achievement of strongly desired goals. Regardless of how one defines it, success involves change. That change is what education, at every level, has always been about. Change can be frustrating and stressful at times, but we cannot have success without it. Therefore, as professionals, we must constantly hone our coping skills.

As leaders, we have the double duty of coping with change in our own lives while we give direction to the professional behavior of others. So, the session took a humorous look at the serious topics of coping, providing leadership, encouraging and developing a Triple A Plan for Working and Living.

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General Session III

The Making of a Champion

Presenter: Sarah Patterson, Gymnastics Head Coach & Associate Athletics Director, The University of Alabama

Having a championship outlook on life, your career, and your relationships are some of the most important qualities today's educators can possess. Patterson spoke of the unique experiences of coaching a championship team that can be applied to your career in continuing education.

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Exploring New Connections: How Associations and Continuing Higher Education Can Partner for Success

Presenters: James P. Pappas, Anita Mann, and Jerry Jerman, The University of Oklahoma

The web page of the American Society of Association Executives informs us that "seven out of ten Americans belong to at least one association." Continuing higher education has often partnered with associations to which its institutions have belonged. In many instances, these partnerships—involving contributions of resources, expertise, technical services, and more—have resulted in greater efficiencies, more or enhanced services for members, and improved operations for associations and new programmatic opportunities and economic benefits for universities.

This presentation drew upon a 2000 study that the University of Oklahoma's College of Continuing Education conducted for the American Society of Association Executives Foundation. This study examined how associations were then collaborating with institutions of higher education to help them streamline and improve their operations, perform essential functions, complement staffing, and carry out many other responsibilities. The goal for the project was to understand how such relationships worked and to shine a light on some partnerships in an effort to aid in their replication by others. This study proved to be illuminating and frustrating—illuminating because it unveiled some exciting and interesting collaborations and frustrating because the potential existed for doing so much more.

The study results served in the presentation as a springboard to a practical examination of how continuing higher education can effectively partner with associations and build relationships with them.

In today's complex, technical, interconnected world, association executives are pulled in a thousand different directions. But they cannot do it all. Partnerships with continuing higher education may provide a useful resource that will not only ease the burden of association executives but will help provide key ingredients for success.

Relatedly, administrators of continuing education programs are daily faced with shrinking resources that imperil current programs and hamper administrators' ability to develop new offerings. Relationships with associations not only provide additional funding streams and "ready-made" audiences (via conferences and other training events) but also expand continuing higher education's capacity to collaborate and actively engage with the world outside academe.

This presentation noted trends in collaboration, illustrated some of the association-university partnerships examined in the study, and outlined several keys to successful partnerships, which arose from the lessons learned from the study.

Are collaborations with universities always the solution to the pressing needs, problems, and issues encountered by associations? Do association partnerships offer a panacea to economic and other problems currently faced by continuing higher education? While the answer to both questions is a resounding "no," an effective partnership can help an association realize financial benefits, foster growth, fulfill its education and training mission, expand and enhance its reputation, complement staff resources, connect with future generations, tap into higher education's expertise in applied research, and dramatically extend the capacity of the organization. Universities equally are on the receiving end of a host of benefits not the least of which is economic. In our emerging knowledge-based society, associations and universities are clearly the institutions best equipped to provide the lifelong learning necessary for successful careers. Working together, they become key providers for the future of our professions and economy. This presentation touched on these issues as identified in the study and, as well, drew upon the expertise of those in attendance.

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How Teamwork Can Improve Your Customer Service!

Presenter: Michele Shinn, Trident Technical College

This presentation focused on the process used by the Division of Continuing Education to assess customer service processes in Continuing Education. The audience received various handouts and learned how to use the assessment tool, Mapping the Gaps. This tool assesses where you are versus where you believe you should be and diagnoses system failures or gaps in your customer service program. This tool was used to assess these processes: hiring; training; performance review and recognition; policies and procedures; technology; and other support operations within the Division.

This workshop described the process the staff used to assess, implement and evaluate a "Plan of Action" for improving Internal Customer Service Training Processes

Assessment

1. Staff completed the "Mapping the Gaps" Assessment tool to assess:
2. Tallied the scores by category
3. Selected and developed a Plan of Action for the Training Process: Support System for Delivering Exceptional Customer Care
4. Established team members' priorities
5. Assigned individuals responsible for plan development and implementation
6. Determined timetable, measurements for success and progress report intervals

1. Implementation Plan
2. Conducted focus groups with new employees
3. Reviewed and amended CE Policies and Procedures
4. Developed a manual and annual internal training plan, to include orientation for new faculty and staff and staff training in telephone techniques, dealing with difficult people, and communication styles.
5. Kicked off "Action Plan" at the annual CE faculty and staff retreat

Measurement

1. Documentation for system improvement
2. Assessing system improvement

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Marketing & Advertising: Pathway to Increased Enrollment

Presenters: Karl Rodabaugh, Catawba College, and Ron Kaufman, Media Power Advertising

Catawba College, located in Salisbury, NC has a traditional student enrollment of 1300. The Life Long Learning program adds over 350 students to the Campus at night. In 2001 after its 3rd year, the program head, Dr. Karl Rodabaugh, engaged Media Power Advertising, a full service marketing communications agency located in Charlotte, NC to evaluate how effectively the Life Long Learning Program used mass media to attract students.

Following the media and messaging recommendations made by the agency, the program experienced significant enrollment increases in each semester. Total enrollment grew by over 30%, exceeding the goals for new enrollment.

The cornerstone for the media recommendations was a Geographic and Psychographic Analysis conducted by Media Power Advertising. First, the agency conducted a Zip Code Analysis of the current students, plotting their place of residence in relationship to the Salisbury campus. Second, the agency prepared a custom overlay of transportation arteries in the 11 county areas surrounding the campus. A color-coded schematic illustrated where enrollment peaked and where it diminished. Media Power Advertising used this pattern and its relationship with highways to develop an "area of convenience" to concentrate advertising.

A Case Study of the Marketing and Advertising Plan and its results was presented at the 64th ACHE Conference. Details of the actual plan, data analysis and creative materials were provided.

Examples of this session's relevance to the conference themes include: Teamwork: Partnership of Internal & External Constituencies:

College marketing and public affairs Staff and Life Long Learning Faculty and Staff continue to work in weekly to monthly contact with ad agency personnel to design, implement and analysis media plans and ad materials to support recommended strategy. The College staff provides raw data for agency analysis for enrollment patterns by Zip Code.

Leadership: Using outside resources like an ad agency or marketing firm to assess existing enrollment practices takes leadership. The quest to be the best means trying new methods of reaching prospective students. The fields of education, law and physician practice are some of the last institutions to accept advertising as a viable method of reaching their constituencies.

Change: Life Long Learners must be recruited differently than high school teens. There is no network of high school guidance counselors or college fairs. Programs for Adult Learners

must communicate to a diverse constituency. These prospects are savvy shoppers looking for the best educational value…according to their own definition. Adult programs must compete aggressively to attract these highly motivated students. Using media like radio, newspaper and outdoor advertising is essential to reach this audience.

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Developing a High Performance Continuing Education Unit: Utilizing the Baldrige Criteria to Launch a New School of Interdisciplinary Studies and Extended Education

Presenters: Robert R. Bell and Susan A. Elkins, Tennessee Technological University

Recent societal and technological changes, coupled with changes in higher education, have brought about a climate of restructuring and repositioning of continuing education units. Additional challenges due to funding issues and budget constraints have also significantly impacted the climate for change. As a result, Tennessee Technological University has launched a new School of Interdisciplinary Studies and Extended Education to address market demands and influence institutional change. Proven quality techniques based on the Baldrige criteria for performance excellence are being used to create a robust infrastructure and shape a vision for the future of the School.

Tennessee Technological University (TTU) has a polytechnic/engineering heritage and is the state's only technological university. Enrollment for Fall Semester 2002 was 8890, and approximately 2000 full-time/part-time faculty and staff members are employed. Baccalaureate programs are offered in seven colleges and schools, along with Master's programs in over 30 majors, the Specialist in Education and three Ph.D. programs.

TTU has always had a reputation for high quality and a "tradition of excellence". Presently, we have been named in the U.S. News and World Report "America's Best Colleges and Universities – Top Universities in the South" for the past two years. Our future performance excellence endeavors will focus on building on our strengths to shape a vision for the future.

Traditional performance frameworks that have been utilized are SACS, AACSB, ABET, and NCATE, along with guidelines and performance indicators from our governing boards, the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission (THEC). There has also been significant involvement with the Tennessee Quality Award (TQA) and the Malcolm Baldrige National Quality Award (MBNQA). Numerous faculty members, students, and administrators have served as examiners and on the panel of judges for both TQA and MBNQA, and several units have participated in the Tennessee Quality Award process, including the College of Business, the Engineering Centers of Excellence, and the University. Additionally, the College of Business is strategically linked with both TQA and MBMQA through the endowment of the W. E. Mayberry Chair of Excellence, with Curt Reimann, Retired Director of the Malcolm Baldrige National Quality Award, serving as the Chairholder of Excellence.

The TQA and MBNQA criteria have been used as an organizational development tool as the basis for accreditation studies, strategic planning, stakeholder feedback, and designing a balanced scorecard. Educational outcomes are based on "Best in Class (BIC) Measures" including Tennessee's Performance Based Funding framework, BIC in System (TBR), BIC in Region (Southeast), BIC in Nation ("stretch targets"), early measures that include performance scores, customer/stakeholder satisfaction, and enrollment growth, as well as the new cost study for the state of Tennessee. The TBR Report Card serves primarily as our balanced scorecard and provides an annual review framework, coupled with legislative and THEC oversight.

Strategic planning and performance excellence efforts received a heightened emphasis recently with the appointment of a new president in July 2000, the turn of the century, and a new legislative/funding environment. To ensure early stakeholder involvement, a new National Board of Advisors and Foundation, a regional/community Board of Advisors, and numerous campus Advisory Committees were established. A "T-E-C-H" vision was then developed, focusing on "T" - Technological Leadership, "E" - Enrollment Growth, "C" - Caring Campus, and "H" – High Quality. The following goals, BHAGS (Big, Hairy, Audacious Goals) were also established: (1) Acknowledged Regional Leader in Undergraduate Education in Engineering, Information Technology, the Sciences; (2) Create Innovative Interdisciplinary Programs for Success in Life, Workplace; (3) Establish TTU as Center for Lifelong Learning; and (4) Create Exciting, State of the Art Campus Environment with Unique Technological Feel, Strong Sense of Community, Commitment to Service. As the TTU vision and goals were being established, the Tennessee Board of Regents was also leading a statewide planning effort entitled "Defining our Future" that resulted from a legislative challenge to "do better with less" and required system-wide planning for all Board of Regents institutions. This statewide planning effort was seen as an opportunity for improvement (OFI) for Tennessee Tech University.

Based upon the past history of TTU and the current environment described above, approach-deployment strategies for the TTU strategic plan included the launching of a new School of Interdisciplinary Studies and Extended Education (ISEE) to focus on building partnerships for continuous improvement. The new School was launched on April 12, 2001, with the purpose of providing a flexible environment, interdisciplinary opportunities, innovative degrees/programs, and rapid response to customer needs.

Building on past performance, the foundation for the School was the previous Division of Extended Education – a division that provided access to educational opportunities through the delivery of off-campus offerings, campus evening/weekend courses, distance learning, and special events. The new School of Interdisciplinary Studies and Extended Education was charged with focusing on key markets, customers, and stakeholders through responsive new program development, convenient scheduling and delivery, and effective stakeholder partnerships.

The Malcolm Baldrige criteria for performance excellence are being utilized as the foundation for developing the new school. Those criteria include the following categories: (1) Leadership, (2) Strategic Planning, (3) Customer/Market Focus, (4) Information and Analysis, (5) Human Resources, (6) Process Management, and (7) Results. A brief overview of the activities in each of the categories during this past first year of operation of the School will be presented below.

Leadership - In the early stages of development, leadership from the University President and

the Provost/Vice President for Academic Affairs was extremely critical and will obviously continue to be crucial in the future development of the School. Additionally, leadership from the other academic deans, the administration and staff of ISEE, campus-wide faculty, students, and other stakeholders has been extremely important during the early stages of development and will continue to be of the utmost importance.

Strategic Planning - A strategic planning process is continually being developed, but early planning has included alignment with the TBR "Defining Our Future" initiative, the TTU vision and goals, the past ISEE vision and goals, and benchmarking efforts with "Best in Class" schools.

Customer-Market Focus - To address customer/market focus initially, stakeholder visits were made by the University President and/or Provost and the Dean of ISEE to numerous stakeholders throughout the region. An external Board of Advisors that includes leaders from business, industry, government, education, and the community was established, as well as an internal campus advisory committee.

Information and Analysis - TTU trend data and past Extended Education trend data were reviewed and utilized in the development of initial performance indicators such as enrollment targets, program goals, and fiscal indicators. Since the School is still in its infancy, performance indicators continue to be developed in relation to TTU goals and other benchmarking targets.

Human Resources - Efforts during the first year included a focus on getting the current ISEE employees in the appropriate positions, based upon the new mission of the organization. Since no new funding was available for new full-time positions, it was also critical to be creative in finding faculty members and other part-time employees who could serve in part-time positions. Again, since the School is still in its infancy, we continually strive to find creative ways to meet staffing needs.

Process Management - Current processes are being evaluated as we strive to develop new, more efficient processes for activities such as new degree design, approval, and implementation, faculty recruitment and compensation, and program evaluation processes.

Results – "Results" categories for the first year included items such as total headcount, number of new degree programs, number of majors in degree programs, and number of graduates. Total headcount in credit and non-credit programs increased from 8240 in 2000-2001 to 10,618 in 2001-2002. Three new degree programs were developed that resulted in 51 majors by Spring 2002, and six graduates during 2001-2002.

As can be seen by the information presented in this paper, the new School of Interdisciplinary Studies and Extended Education at Tennessee Technological University is still in the early stages of development. However, we look forward to our continued journey using the Baldrige criteria as we strive to produce a high performance continuing education unit.

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Partnership with Community Leadership Development Programs and Community Mapping

Presenters: Norma MacRae, Sue Fulmer, Wayne Andrews, Deborah White, East Tennessee State University

East Tennessee State University (ETSU) operates an extended campus in Bristol, TN; and one of the university's major goals is to provide significant service to communities in our region. For two years, we have participated in LEAD Bristol, a community leadership development (CLD) program sponsored by the Bristol, TN/VA Chamber of Commerce.

Leadership development programs are becoming more common at the local level. Typically, CLD programs consist of a "class" of individuals who are identified as having leadership potential, based on nominations from various community groups and businesses. The individuals or their sponsoring organizations pay a fee, and the individuals receive extended leadership training grounded in the context of the local community.

CLD programs offer an excellent opportunity for postsecondary institutions to partner with communities, both by having their personnel as members in the CLD and by sharing their expertise in various aspects of leadership. If there is no CLD in a local community, postsecondary institutions can work with local leaders to start one.

History of LEAD Bristol Program: The Bristol TN/VA Chamber of Commerce had offered a community leadership development program for a number of years, but the format had become stale. The old program focused on familiarizing the participants with local geography, businesses, services, and government with little reference to leadership theory or practice. Participants stated that they completed the program without increased leadership skills or ability to practice them in their business and community.

Three years ago, the Chamber conducted an evaluation of their program, gathering input from a wide variety of former participants and community stakeholders. Then, the Chamber worked with several area institutions of higher education and drew on their expertise to revise the format and curriculum for the CLD program. Major changes included focusing the content on specific areas of leadership, developing one or more all day sessions around each broad area of leadership, involving area colleges in providing information about the various topics, combining the content with community visits and illustrations of various leadership skills in action in the community, and dividing the class into groups that would complete leadership projects in the community.

The Partnership: In this partnership, the community partner (the Chamber of Commerce) receives substantial assistance in planning and implementing a program to enhance the community's human resources, access to the university's expertise in leadership theory and application, and a broad framework for understanding the community's achievements, concerns, and goals. The university partners receive an opportunity to display their institution's value to the community, extended contact with emerging community leaders and prospective students, and a forum for connecting academic expertise to real world examples.

ETSU's Participation: For two years, ETSU administrators and faculty have conducted a successful all day session for the LEAD Bristol group. In 2001, the focus of the ETSU

session in March was on strategic planning as related to cultural diversity. Results were so positive and evaluations so high that, in 2002, the ETSU session was moved to October so that it could be participants' first experience. Presenters narrowed the focus of the content to cultural diversity.

The Community Mapping Exercise: The format for the day consists of, first, a 20-minute presentation on cultural diversity. The content focuses on identifying ten major dimensions of difference between cultures (e.g., urgent time orientation versus casual time orientation, individualism versus collectivism, task orientation versus people orientation) and developing concepts such as the extent of individual differences within a culture, regional variations in our country, and the importance of differences in community and work life.

Participants are then introduced to a community mapping exercise, which they complete in teams, knowing that they will have to put together a 15-minute presentation to the whole group. Each team travels to a pre-selected neighborhood in the community for about two hours. Members are given instructions for assigning roles, making a map of the neighborhood, collecting information (counts and descriptions of various features, answers to questions about the neighborhood, photographs, artifacts, interviews, etc.) and a kit of materials and equipment. Teams return to campus and discuss their presentation over lunch. Then, they have about 90 minutes to put together their 15-minute presentations, using materials and multimedia equipment that are provided. A technician assists with computer applications such as PowerPoint and printing digital photographs.

After each team makes their presentation and answers any questions, the day ends with a discussion of what leadership skills the participants used in forming their teams, carrying out the community mapping exercise, and developing their presentations; what they learned about their fellow team members, and what they learned about cultural and other types of diversity in their neighborhoods and in their team interactions.

Conclusion: Administrators and faculty from East Tennessee State University shared our success as a partner in a local CLD program (LEAD Bristol) and a substantial activity (community mapping) that we have found to be very effective and well received. The ACHE session included a thorough demonstration of the community mapping exercise—handouts, instructions, all day schedule, workboxes, presentation kits, photographs of participants in action, examples of participants' creations (photographs, maps, objects, collected, charts, PowerPoint slides, videotapes of presentations), and evaluative feedback from participants. Those who attend the session should be able to adapt and adopt the community mapping exercise for their own purposes.

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Sinking in the Wave of eLearning: How Distributed Learning Can Build Stronger Learning Programs

Presenters: Richard Bothel, Lamar University and Robert Gray, University of Alabama at Birmingham

Some of the chief buzzwords of online learning since its inception have been "building a sense of community" and "teamwork." At the same time, there has been a chorus of nay

saying skeptics, claiming that the alienating nature of online learning cannot possibly replicate the team-building power of the face-to-face environment of the traditional classroom. Current research is beginning to establish that a sense of community and teamwork can be effectively built in a "distributed learning" environment combining classroom sessions with elements of online education.

Definition of Distributed Learning

"Distributed learning" provides the framework for the development of new methods of team building among students. True "distributed learning" should not be confused with distance learning, eLearning or online learning. Distributed learning is truly "learning outside of the box." It describes the convergence of distance learning and the classroom. It is what the American Council on Education (Oblinger, 2000) says will become the dominant paradigm for education.

Distributed learning has the following characteristics:

- Learning-centered approach
- Integrates a number of technologies
- Utilizes a variety of learning environments
- Uses asynchronous/synchronous methods
- Effectively uses available resources

Some Advantages of Distributed Learning (Wolcott, 1994):

- Course objectives in terms of what students as opposed to teacher will do
- Choices in activities and assignments to allow students to set some of their own objectives and goals
- Realistic in content and assignments
- Decrease in the amount of lecture while increasing active instructional techniques
- Assist students in learning to learn
- Practical application of skills and knowledge

Why Distributed Learning?

Over the past five years, there has been a tremendous explosion in the development of online learning. There has also been a corresponding explosion in research and theory concerning it, as well as of technology supporting it. And while much of this effort has provided models for effective online teaching and learning, it is our sense that much of this advice has gone unheeded. Indeed, based on our experience, we believe that the vast majority of online courses are not pedagogically strong. Many are thrown together with instructors merely attempting to recreate online what they can from their classroom, which often results in a pale comparison. The online course that applies solid learning theory and instructional design while taking full advantage of available technologies is indeed rare.

The newly formed Distributed Learning Association [http://www.distributedlearning.org] suggests the following goals for "distributed learning":

- To center learning around the student and not the classroom
- To make life long and perpetual learning a reality

- To promote active and integrated learning
- To improve the quality of education for all learners
- To utilize the most effective available resources

Community Building Issues

One of the more fruitful areas of research has been on the subject of online community building (see Palloff & Pratt, 1999; Brush & Uden, 2000; Roblyer & Ekhaml, 2000; etc.). It simply requires effort and awareness of effective design principles, and while it is perhaps true that a face-to-face environment offers better and more opportunity for community building, this is only the case if similar effort and design are applied.

Distributed Learning offers the following advantages for both environments:

- Initial community connections can be made face-to-face but perpetuated online
- Team projects and discussions can take place asynchronously online
- Limited face-to-face classroom time can then be spent in other ways
- Whole class discussions, synchronous Q&A with instructor, interactive delivery of content

Or

- Face-to-face time can be spent in community building
- And most instruction/content delivery can take place online
- Yet community communication can still continue online

Or

- A combination of these two approaches can also be applied

Instructional Design Issues

Another advantage of distributed learning is that it can compensate for the lack of instructional design currently being employed, both online and face-to-face. Purely online instruction can provide an excellent learning opportunity, but it requires a great deal of creativity, effort, time, and savvy. At the same time, most face-to-face instruction could benefit from this same kind of creativity and effort, and the act of rethinking the classroom for the online environment makes most instructors more keenly aware of the importance of learning theory and good instructional design, even if they never research the subjects formally. Furthermore, the combination of methods automatically creates a diversity of teaching styles, which therefore address diverse learning styles. Distributed Learning allows you to employ multiple methods without the restraints of limited classroom time. Therefore, supplementing face-to-face teaching and learning with online communication tools and content can improve outcomes considerably. Not only will it provide many of the advantages and conveniences of online learning, it will maintain the personal relationship building, familiarity, comfort level, and other advantages of the traditional classroom, while opening up many new avenues of exploration for students, which is especially appropriate for the continuing higher education student.

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Reaping the Benefits of Teamwork: Adult Degree Completion Programs

Presenters: Patricia Feldman, Arizona State University

Thousands of adults each year take advantage of workplace-based training and educational opportunities. Employee education has become the fastest growing area in adult education. The current undergraduate population over the age of twenty-five is nearly equal to the population of traditional-age college students. Knowledge workers are replacing blue-collar and manual labor workers and their diverse learning needs have attracted adult-focused programs on-site at work locations. Job-related reasons have inspired a majority of enrollments in education programs. Additional, there are an increasing number of adults using education to aid in their own life transitions.

Two corporations approached Arizona State University (ASU) to discuss their desire to partner on offering a degree program for their respective employees that would address specific issues that had been identified by management. The two corporations, Motorola and Intel, were interested in moving closer to achieving strategic goals, which they shared, to develop a more educated workforce.

Faculty at ASU were not motivated to travel beyond the campus to deliver courses (or whole programs!) Arizona State University is geographically dispersed. Campuses include Main, West, East and Downtown. Faculty are not hired with the expectation that they will have to collaborate with other campuses nor will they ever have to necessarily deliver a course at an off-campus location. The College of Extended Education works across all campuses to foster

cooperation and encourage the development of programs that are responsive to working adults.

The corporations expected a large metropolitan Research I university to respond to their request for a degree program for employees. The faculty were skeptical about participating in the delivery of an interdisciplinary bachelor's degree completion program for many reasons. Through a series of many meetings between Intel, Motorola and ASU, whereby multiple issues were exposed and negotiated, a curriculum and timeline for a pilot program was developed.

The BIS degree completion program piloted at Motorola/Intel had a tremendous positive impact on individuals, institutions and the community. Forty-four students from the cohort achieved their goal of graduating from college. The achievement felt by each student is anecdotally documented. Additionally, each corporation increased the number of employees with bachelor's degrees. The two corporations prompted a large public university, with all of its layers of bureaucracy, to respond in an efficient, effective, and timely manner. These two corporations may also be credited with assisting the University to emulate important business concepts and practices that increase effectiveness. Within ASU, a complex set of relationships developed into smooth collaborations. As an example of this, the College of Business; the College of Public Programs; the Bachelor of Interdisciplinary Studies Core department; the colleges and departments representing various elective courses; the College of Extended Education; academic advisors; admissions; and the office of the Provost all met frequently to ensure cohesiveness in moving forward. Finally, due to the experience gained by going through the entire process of program development, implementation, evaluation and completion, the University learned to successfully position itself for unwavering responsiveness to the community.

This was an innovative partnership and program. Two very distinct cultures, (private and public institutions), along with several internal sub-cultures, were able to work together to illuminate a pathway to success. Even though challenges were identified along the way, they were mutually addressed. At the completion of the program each corporate CEO and the ASU President touted the program as a successful and important endeavor.

This case study is a sample of teamwork leading to successfully addressing a changing environment and the elements important to leading such an effort. The benefits to be reaped from this level of collaboration for the employee include: convenience; state-of-the-art education from a Research I university; enhanced skills and knowledge; pursuit of a degree that is nationally recognized for its academic integrity and quality; an opportunity to continue with graduate education; and… an opportunity to be an ASU graduate. The benefits for the corporate partners include: retention and recruitment; partnership with the 4th largest research university in the United States (access to vast research resources; accesses to faculty in the classroom and through advanced educational technology); value-added services (flexible scheduling; off-campus advising; delivery of textbooks); employees who serve as catalyst for others to pursue their education; productivity, ideas and profit from a more educated workforce. The university reaps multiple benefits, both tangible and intangible.

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Creation of an Operation Unit to Increase Productivity: The Touching Story of Lost Dwags Who Found Love and Friendship in Their Own Backyard

Presenters: Debbie Pepper, Mississippi State University

One of the major necessities for the higher education is to develop logical methods that address the need for quality customer services. Beginning fall 1999, Mississippi State Division of Continuing Education launched a concept that combines the campus wide talent and resources necessary to answer this challenge. The presentation focus is to provide higher education academic services to students who in the past have been unable to attend due to the barriers of the traditional campus system. The presentation highlights the progress of the concept and will serve as a model for future outreach efforts to total student populations for other educational institutions.

The presentation began with an executive summary of the re-organization of the Division of Continuing Education, creating and defining the responsibilities of the Operations Unit and staff recruitment. The retirement of employees and the University's adoption of a new student records database created an opportunity to re-organize and change the Division's image.

The second portion of the presentation was the coordination of Operations. Our coordination features utilized the latest in academic technology and mainstream student management tools using the SCT Banner student database and the Banner student web package, WebCT, and E-mail.

The Third portion of the presentation was the academic feature. Our services are tailored to the needs of each individual student and balanced by the procedures of the University in admissions, registration and academic history.

The last portion of the presentation was the components under development in the Division. With the combined efforts of the Registrar's Office, Operations and Information Technology Services, on-line registration is a convenient option in the very near future. Other components under development are MIVN Site Management in Banner, moving the High School Independent Study to Banner, and a billing and fee collection program for Non-credit in Banner.

The Division of Continuing Education at Mississippi State University is excited to work with other institutions to bring unique qualities to academic service. Our staff of forty professional and support personnel are committed to meeting personal and professional lifelong learning needs of the citizens of Mississippi and the United States.

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Establishing an Accountable System for Fiscal Responsibility and Success in Continuing Higher Education

Presenter: James P. Pappas, Richard W. Little and Linda Berardo, University of Oklahoma

Current U.S. economic and legislative conditions have placed increasing budgetary stresses on institutions of higher education. This, in turn, has required very effective and up-to-date financial management systems for units engaged in continuing education. We see this development arising from the requirement for continuing education to become a more productive "cash cow" for the institution or from the management of programs dealing with changing long-term and local business conditions (e.g., major industry downsizing, reduction in training and reimbursement benefits, hospitality and travel reductions). When one adds these conditions to the ongoing tensions related to campus budget planning such as the need for current management data, competing campus units, decisions regarding programmatic "loss leaders," changing university accounting and fiscal systems (e.g., CUFFS, People Soft) and emerging new business development; it becomes evident that continuing education administrators must develop effective accounting approaches to strategic and programmatic budgeting if they are to be successful in the current administrative environment.

This session reviewed the creation and development of an annual operating plan (AOP) system for managing program and unit budgets in a continuing education unit. The presenters - a dean, a financial officer and a program division administrator - looked at the AOP system from their unique perspectives. An overview of the system was given, which included some of the reasons for the development of this model. These reasons include the creation of efficient management data collection, early warning systems, and decisions on "Robin Hooding" and how to integrate revenue and expenditure data. The dean discussed steps taken in initiating such a system for a continuing education college. The financial officer clarified how the system actually works, using exemplary data and accounting procedures. This included the type of budget data used in aggregating unit information, the creation of rolling forecasts and financial staff support required for an AOP. Additionally, budget data was reviewed to show how visual graphs and three-year comparison trend data help program and central management make better decisions about using changing fiscal resources. Finally, a program division administrator talked about the people side of managing AOP activities. He discussed how budget unit heads are brought into the process, how divisional and individual meetings can be used for program planning and manager accountability, success stories where the AOP has helped to effectively direct staff activities and the use of data for decisions.

Time was allotted for questions and answers with an invitation for participants to discuss how the AOP model might supplement their existing accounting systems or describe other models which may be helpful in managing budgets. The intent of the session was to have colleagues discuss some of the financial challenges that all continuing education administrators and programmers are facing and to underscore the importance of financial data as a key aspect of program management.

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Understanding Change in Off-Campus Continuing

Education Students

Presenter: William C. Hine, Eastern Illinois University

In order to meet the needs of the off-campus adult credit student, efforts must be made to ascertain information in regards to these students from a wide variety of perspectives. To gain management information related to their attitudes and perceptions is very important to building high quality off campus credit programs. In January and February 2002, a survey instrument was sent to approximately 1200 off-campus adult continuing education students from the School of Continuing Education at Eastern Illinois University. The central reason for the survey was to ascertain if there were any changes in a wide variety of questions from a similar replication study that was done five years ago. Information was gathered on topics such as; decision to attend college, goals of education, reasons for attending Eastern Illinois University, evaluation of current off-campus programs, ascertain desired new program initiatives, questions related to current operational issues (e.g., time of classes, locations, etc.), request for additional School of Continuing Education services desired by the off-campus adult student, demographic information and specific questions related to the School of Continuing Education's BOT/BA Degree Program. The BOT/BA Degree Program is an adult nontraditional degree program. Copies of the survey instrument were distributed. Questions were answered in regards to the survey processes and procedures. Copies of the results from this survey were distributed. (Contact Dean Hine for a copy of survey instrument and detailed results.)

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Higher Education Institutions: Are They Learning Organizations?

Presenter: Nancy F. Gadbow, SUNY Empire State College

A learning organization is one in which learning is encouraged and supported for all, and shared leadership, effective teamwork, and positive approaches to change are recognized and valued qualities. According to Senge (1990) a learning organization is one in which people at all levels, individually and collectively, are helping each other to increase their capacity to produce results they really care about. The learning organization is an ideal, a vision. It is also a living system that is characterized by emergent properties and new possibilities that are unpredictable. Such an organization is especially capable of creating, acquiring, and transferring knowledge. Different organizations have been able to achieve learning organization status in varying degrees. The concept has been described and talked about, but few are really living it (Watkins and Marsick, 1993).

Unfortunately, and ironically, most institutions of higher education are not really "learning organizations." Although learning is the focus of what they are about, particularly for students, their overall structure and operations generally do not foster an atmosphere of learning for all (faculty, staff, and students). Although colleges have been successful at creating and transferring knowledge, they have not been very good at applying new knowledge to their own activities. Since creative and effective management of the change process is critical, both the vision and a flexible process must be in place to help everyone to "learn how to learn" and, then, be willing and able to share their ideas effectively throughout

the organization.

Those organizations that have achieved some measure of learning organization status value many of the following: collaboration, effective communication, camaraderie, confidence, diversity, empathy, empowerment, honesty, humor, shared leadership, trust, and mutual respect – to mention a few of their characteristics. In contrast to these values, many people describe barriers that inhibit their organization's movement toward becoming a learning organization. Such barriers include assumptions that are false, bias, bureaucracy, closed-mindedness, egos, negativism, pessimism, poor communication, turf guarding, and resistance to change.

Kerka (1995) notes that learning organizations provide continuous learning opportunities and uses learning as an important strategy for reaching their goals. In a safe setting, they encourage inquiry and dialogue. Individual and organizational performance is linked, and they are aware of their environment and interact with it.

A model for building a learning organization in higher education institutions is presented. Awareness and understanding is the first step. This gradual process helps all parts of the university buy into the concept through programs and activities that demonstrate successful results of this approach in other organizations. Verbal, written, and financial support throughout the institution is developed. The underlying concept that must be promoted is that learning is part of everyone's job and that it is OK to learn, OK to be different as a learner, and OK to help others learn. Gradually this concept builds into a philosophy and shared beliefs that are affirmed by the leadership and spread throughout all the constituents. At this point there should be evidence of solid commitment throughout the institution and readiness to move to the next step.

The institution begins to develop a climate that fosters learning. Assessment of current issues and potential barriers, as well as the needs of the constituents, is critical. Then, gradually, group sessions, workshops, training programs, and other forms of "modeling" express and demonstrate the values of a learning organization. Individual and group learning is actively supported and encouraged for new and continuing employees through formal and informal programs. In informal and non-threatening ways, the institution develops and provides programs that help workers "learn how to learn" and enhance their skills as learners. Gradually the "culture" of the organization changes so that learning and learning communities become the accepted practice.

It is essential to develop an ongoing program of strategies to support learning. A sound plan continually works to eliminate any barriers noted and addresses the identified needs of the constituents. Self-directed and individualized learning is supported by a variety of resources that are made available to all employees. An ongoing review and evaluation process is put into place to refine and enhance the program. Finally, learning for everyone is celebrated as a vital part of the institution!

This session reviewed the characteristics of learning organizations, particularly in the context of continuing higher education, and presented a model for building and sustaining a learning community within higher education. Strategies were presented for helping colleges and universities develop this vision and a realistic system for sustaining learning organizations.

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A New Fast Track Design for Curriculum Development: the R & D Team

Presenter: Shirley M. Russo, University College of Northeastern University

As contemporary society becomes increasingly complex and information driven, so does the process of preparing adult students for career advancement or new careers in today's world. Forward focused curriculum development is at the heart of this process. Indeed, the lifeline of any adult higher education unit is a continuous efflux of new programs. Yet, finding time and space for new program development in the midst of busy administrative and/or academic schedules is a daunting task. The purpose of this presentation was to share a successful fast track model of new program design and production that addresses this problem. The audience participated in a mock interdisciplinary research and development team and worked together to design new programs ready for the review process and implementation at their home institutions.

Overview of the New Program Research & Development Process

Selecting the R & D Team

Creating the R & D Team is the critical first step of the process. To be successful, the team should represent a microcosm of your college and local community. It must be broad enough to address all major curriculum areas of interest and yet limited enough to efficiently accomplish the task. It should have cross-cultural representation with racial, economic, gender, age, and political diversity paralleling the diversity of your institution. It should be interdisciplinary with at least one member drawn from each major discipline in the college. To limit the size of the team, industry and student advisors were brought in as consultants at appropriate points in the process rather than being admitted to full team membership. At University College, the R & D Team included the Associate Dean & the Director of business programs, the Assistant Dean of the Health Professions and Sciences Programs and the Director of the Information Technology Programs. All four members of the team had extensive teaching experience and half of the team was currently teaching part-time in the College.

Timing the Activation of the R & D Team

Selecting the best time to activate the R & D Team is a function of the goals and objectives of the team, the length of the internal review process, and the time needed to successfully market and launch the new programs. University College's R & D Team was created on

September 12, 2001 and launched on October 1, 2001. The team continued in a full-time active mode through the end of November 2001. For these two months, the R & D Team was sequestered in a suite of offices in a separate building on campus. They were relieved of their full time responsibilities and were totally immersed in the R & D process. A 4-hour weekly check-in visit to their campus office was built into the schedule and staff members were asked to hold business items for this weekly check-in. One department member from each program area was given an opportunity to test their leadership ability by assuming a two-month position as the department's operations director. Most operational decisions were handled by this interim director. However, an emergency contact number was available if a decision absolutely required a team member's input. The role of the Assistant Dean of Liberal Arts was expanded to include the supervision of the overall operations of the College and the interim directors.

Dean's Charge to the R & D Team

The overall purpose of the two-month, focused R & D project was to design and develop twelve new programs for launch in the next academic year. The Dean of the College issued a sevenfold charge to the newly formed Curriculum Research & Development Team.

1. Prune and replace 20% of our weakest programs.
2. Focus on new short term professional development programs.
3. New programs must be market driven and externally validated.
4. Develop unique programs to fill unclaimed niches.
5. Mindful of internal university politics, select new programs that have a high potential for approval.
6. Consider costs of implementation, available resources and financial returns in selecting programs.
7. Target outcomes for the team: at least four graduate certificate proposals, four non-credit proposals, and four new seminar series. All proposals including curriculum, course descriptions, course outcomes, target audience, all required elements of a program proposal, and a draft of the business plans summarizing revenues and expenses, were due by December 3, 2001.

Description of the R & D Team Model

Phase 1: Generating New Program Ideas. In addition to daily two-hour brainstorming sessions in which program ideas were noted on newsprint, members of the team continued to jot down ideas as they surfaced throughout the day. Every idea of each team member was recorded as a potential program. Any evaluation at this point was avoided to generate a free flow of ideas and to maximize the total number of potential programs. Nearly 100 new program ideas were identified in this initial phase.

Phase 2: Preliminary Validation Exercises. The new program ideas were divided up among members of the team using an interdisciplinary approach to facilitate objectivity in the final program selections. Working across program lines, a dozen benchmark competitor colleges and universities were identified in the Boston area. This was followed by a survey of their websites and cold calls to some of them to determine the amount of local competition for each proposal and to define any available untapped niches within the program ideas. The team met each day to share the results of this individual research and to begin pruning the original list of ideas to a more manageable and potentially successful list for development.

Phase 3: Final Validation Exercises and Final Pruning of the Program List. Actually, concurrent with Phase 2 activities, continuous streams of internal and external experts were

called in to give us feedback on the remaining program ideas. These consultants included selected Northeastern tenured faculty, UC faculty who worked in related industries, other industry experts and UC students and alumni. The team also traveled to some local companies and interviewed key industry people on site. Other experts and UC alumni were interviewed by phone and/or email outreach. A team-developed list of validation questions was used as the focal point of these interviews.

Initially, these on-campus and on-site advisory meetings were attended by all team members, but as we moved deeper into the final validation phase, we began to focus more on our own program areas, where our individual strengths and educational backgrounds could be tapped. We continued to prune the list using the knowledge gained from our advisory outreach and our growing understanding of the fields represented. In this final pruning process, nearly 70% of the original list was rejected for development this year, but some of the ideas eliminated from earlier lists were reinstated after speaking with our advisors. The end result was a healthy surviving list of 34 new programs.

Phase 4: Final Program Selections and Draft of the Documents for the Review process. With the strongest, most highly recommended programs selected for development, each team member chose the programs related to their individual areas of expertise and drafted the formal documents for the University approval process and the required business plan. All members of the R & D Team reviewed, edited and approved the final program development documentation.

Results and Conclusion
The University has approved all of the new programs. The approved list included 10 graduate certificates, 12 noncredit programs and 12 executive briefings. The launch date for all of these programs was the current 2002-2003 academic year.

The 100% approval rate for the new programs and the production of 34 new programs within two months, clearly evidence the success of this fast track model for curriculum development in adult and continuing education.

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Teamwork for the Future: A Collaboration within an Institution for On-line Degree Completion

Presenters: Denny Acheson, Melba Acheson, Karen Garver, Scott Vlasek, and Larry Winkler, University of Nebraska

At the University of Nebraska at Omaha, teamwork among a number of departments within the university led to a successful online degree completion program in Aviation Studies. With the Aviation Institute (AI) providing willing faculty, courses, and technical support, the College of Continuing Studies (CCS) using its Bachelor of General Studies degree, and several support offices cooperating with necessary services, persons active in aviation who cannot otherwise attend college classes are able to complete a college degree to further their careers.

Working with no support from a central distance education office, AI took the lead in

providing online courses and technical support. By the summer of 1998, AI was ready to advertise a full program of non-flight training courses. These courses can be used to complete a Bachelor of General Studies degree, a nontraditional degree offered by the CCS. Such online courses satisfy residence requirements. Students receive credit for FAA flight training and airframe and power plant certificates as well as for such nontraditional sources of credit as military training and ACE-evaluated programs. University offices provide on-line admissions, web registration, secure on-line accounts payable, online ordering of books from the bookstore, and great support from the library.

Targeting a niche audience of employed aviations workers, AI and CCS jointly developed a limited marketing campaign. Presentations at aviation events, letters to community colleges and military bases with aviation-related missions, and magazine advertisements were used, with the greatest success coming from the magazine ads.

CCS offers students free evaluation of their credit. Students need to have sixty-five credit hours so that the online courses will meet their residence requirement at the university. Cooperating with the AI liaison, CCS advisers help students choose suitable aviation classes at UNO and other needed classes either at UNO or elsewhere.

AI annually reviews its program in order to meet the needs of the aviation industry and to develop its technical resources. Currently classes are offered through an on-line delivery system called Blackboard. Blackboard is a web-based delivery mechanism that allows students and faculty to have secure access to materials and information associated with each class. The AI has also used resources from the campus TV department to host live guest speakers and to provide video streaming of other speakers and events. Additionally, the AI has used live video streaming for a faculty member that lives outside the local area to deliver class material and discussions.

Costs were initially met within the programs. AI was able to use funds from its NASA grants to cover some technical costs while the faculty provided instruction without compensation. More recently AI faculty received some extra compensation. CCS simply added the advising load with no additional resources.

The program has been successful. Since May 2000, thirteen people have received degrees, five of them with honors. About 35-40 people are currently working on degree completion. This past summer students began to mention that they had heard about the program from other students, a sign, we think, of having reached success in the program. All the presenters would be happy to provide more information. Please send an email to kgarver@mail.unomaha.edu

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A Step Above the Competition: Planning Strategies and Tools for Success: The Center for Performance Excellence

Presenters: Trisha Craver and Brian Conner, Piedmont Technical College

I. Introduction – Setting the Stage

The purpose of this interactive workshop was to demonstrate how both teamwork and leadership are necessary to truly create an organization's pathway to success. The session blended storytelling with audience involvement in discussing how to chart an organizational course by doing a thorough competitive analysis and implementing a strategic management plan. The learning objectives of this program were:

1. To understand one organization's successful journey using a strategic planning process.
2. To actively learn how to use some of the tools and exercises involved in such a process.

   In the late 1980's the Continuing Education Division of Piedmont Technical College identified a growing need for ongoing training within area businesses and industries. Traditionally focused on community-based continuing education, the CE Division began to offer a broader range of services through increased contract training with local manufacturing organizations. An early success story was the advent of a Manufacturing Technician Certification Program for one of the largest area employers.

During the early 1990's, with Total Quality Management and Continuous Quality Improvement in full bloom, more and more companies sought the growing experience and expertise of the Continuing Ed Division of Piedmont Tech. In keeping with the business trend, a small group of dedicated professionals began to emerge as a self-directed work team within Continuing Ed. Guided by a very open and effective leadership style, The Center for Performance Excellence was formed in January 1994 to better serve Piedmont Technical College's service region. The Center began to function as a subunit within the Continuing Ed Division, reporting to the Assistant Vice President. The primary focus of the Center was to serve area business and industry through contractual arrangements. By definition, that lent itself to a very different environment from both traditional curriculum education and community-based continuing education classes. That difference created a unique set of challenges and opportunities.

Thus, the Center staff engaged in a strategic planning process in late 1994 and implemented a formal strategic plan in the spring of 1995. The group established a guiding vision, a mission statement that supported the College's overall mission, and a set of values by which it agreed to work. From there, the following six broad goals were established and were supported by a number of strategies, tactics and time tables:

- Compete successfully with other training providers
- Increase client base
- Improve visibility and influence
- Foster and develop internal partnerships
- Position certification (manufacturing) as the pre-employment program of choice for area business and industry
- Improve The Center's facilities

II. Vision – The Key to Leadership

The first step in the strategic planning process was to create a realistic, credible, and attractive future for The Center for Performance Excellence. Using the book Visionary Leadership by Burt Nanus as a model, the Center staff embarked on a visioning journey. This process involved individuals in creating a desired future state in their mind. From there, a powerful, shared vision was developed and accepted with wholehearted commitment through consensus agreement. With this shared vision, the Center staff began to realize the value of

teamwork that works.

III. Taking Stock – Current State
In order to begin working toward fulfilling this newly defined vision, it was necessary for the staff to gain a clear understanding of their current state. Thus, a series of questions were considered regarding the organization's purpose, value, character, position, and core business. Following that, an environmental scan helped the staff identify factors that might challenge the transition to the future state. Two effective planning tools were used during this process: a SWOT (strengths, weaknesses, opportunities and threats) Analysis, and a Force Field Analysis. The latter helped to identify those forces that would help the transition (driving forces) and those things that might hinder efforts toward reaching the vision (restraining forces).

IV. Strategy Development –Creating the Desired Future State
With a thorough understanding of the current state, the Center staff then began to identify the vital few areas of concentration for the next three to five years. In order to prioritize the initiatives, a planning tool known as Nominal Group Technique was used. Nominal Group Technique is a structured group process that gives everyone on the team an equal voice in decision-making. Thus, team members tend to be more committed to action when they have participated in the process.

V. Goal-Setting – Implementing the Vision
The final step used in this strategic planning process was to develop one-year tactical goals and SMART (specific, measurable, achievable, realistic, timely/time bound) objectives to support the strategic initiatives. The importance of this step cannot be understated. Identifying specific outcomes or results, assigning responsibility, developing time frames and measurement criteria were the vital actions that brought the strategic plan to life and helped it become the road map toward reaching the vision.

VI. Summary – Wrap-up
While the initial strategic planning sessions were vital in setting the direction for the Center for Performance Excellence, the real value lies in the on-going process of planning. The consistent application and modification of this strategic plan has resulted in ensuring value-added training and consulting services to the Center's client partners. The Center demonstrates the highest standards of leadership by being proactive in responding quickly and consistently to customer requests and continually measuring success against goals.

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Developing a Corporate University Consortium

"Even in tough times, great organizations raise the bar on performance."
- Fast Company, June, 2001

Presenters: Martha Kelley and Susan Gordon, Belmont University

Organizations are facing unparalleled change in pace, technology, scope, even mission. In the forefront are concerns about the economy and security. Employee development and retention has taken a back seat to perceived more pressing business issues.

What a mistake! Developing talented people and "growing" our own leaders has never been more critical, especially in a declining economy where innovative ideas can mean the difference between business success or failure.

Carol Kinsey Goman writes: "The New Economy is not just about technology, but the relationship between individuals and their organizations. Top talent will continue to thrive in environments in which they feel they are supported, growing, and contributing." Increasing the knowledge and skills of key employees becomes a critical component to an organization's stability and survival.

Belmont University has met this need by creating a powerful learning alliance, the Corporate University Consortium. This concept was designed as a partnership between Belmont University and well-established middle Tennessee organizations.

Through a collaboration of objectives, and a customized learning program, the Corporate University is helping achieve and surpass training targets set by individual organizations.

In Thriving on Chaos, Tom Peters says that organizations that succeed over time will have the following characteristics in common:

- A flatter, less hierarchical structure
- More autonomous units
- An orientation toward high-value added products & services
- Quality controls
- Service controls
- Responsiveness
- Innovative speed
- Flexibility
- Highly trained and skilled workers who use their minds as well as their hands
- Leaders, rather than managers, at all levels

With this common understanding of the importance of developing leaders within the organization, consortium participants were identified by top organizational leaders as having potential to succeed as leaders of their respective organizations.

Selection criteria includes:

- Employees and Managers who have promise and longevity
- Individuals in whom the organizations want to invest to keep them:
- Loyal
- Learning
- Moving up as opportunities arise

Individuals who are:

- Interested in learning new concepts and skills
- Willing to establish new relationships with peers from other member companies

Over a twelve-month period, participants meet monthly for a structured learning experience, known as the corporate university. This includes class work, a variety of assessments, idea

exchanges, and projects designed to improve major processes in the organization. In addition, relationships are developed with participants from other middle Tennessee companies, thereby creating a unique and personalized professional network. The ultimate goal for the participants is to increase their understanding of the complex role of organizational leader. Program objectives include:
Personal Leadership Development

- To gain insight and awareness of styles, skills, areas of development
- To provide opportunities to learn new skills, and improve personal effectiveness

Organizational Leadership Development

- To practice personal leadership in a business context
- To understand the systemic nature of organizations and how to be an effective leader
- Leadership Development Across Company Boundaries
- To create new relationships with leaders in other Middle Tennessee companies
- To understand the systemic nature of the business community

As part of the ACHE 2002 session, Belmont University's model of a corporate university consortium, complete with objectives, curriculum, recruitment plans, and operational logistics was shared. Session participants assessed their readiness and developed attributes of a consortium. The use of Hoshin tools designed to develop and assess attributes of a new project or program helped higher education professionals think creatively and realistically.

The session focused primarily on the leadership theme but embraced change management as a vital goal for marketing and developing the consortium. Our model has enhanced the university's reputation in the community while serving as an important income stream for the Center for Professional Development.

It is becoming increasingly clear that developing leaders is not a luxury. Leadership development is a strategic necessity.

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Writing for Publication

Presenters: Barbara E. Hanniford, Cleveland State University, and Patricia A. Lawler, Widener University

Scholarly publications are the coin of the realm within higher education. Thus, as we address the conference theme of "Pathways to Success," it is clear that building a body of literature for our field is one way in which we can earn respect from our academic colleagues and continue to develop our profession. Some aspect of virtually every continuing educator's work merits publication. Through writing for publication, we provide leadership to our field and lend support for changes in practice.

In The Work of Writing, Elizabeth Rankin speaks of "contributing to the professional conversation." Our profession needs those contributions, and although writing isn't necessarily easy, joining in the conversation isn't as difficult as it might seem. And, not only will you be contributing to the growth of our field, you'll be stretching yourself

professionally as well. The review process will provide very useful input that will help you develop as a writer, whether or not your piece is accepted for publication.

Getting Started

A starting point is obviously identifying a topic and a potential publication. As you consider a topic, begin with your own interests and what you know. This may be a research project you've undertaken, or it may be observations and analysis based on your experience with programs or students. A next step is to identify a publication that might be a good fit. All journals contain manuscript guidelines that give potential authors some specific direction, such as the types of articles sought and maximum length. For instance, the Journal accepts opinion pieces, whereas not all journals do so. Manuscript guidelines also indicate the purpose of the publication and the audience it serves. The guidelines cover the manuscript review process and tell you what style manual to follow.

As you begin developing your article, keep two things in mind: purpose and audience. Frequently, manuscripts lack a clear statement of purpose. Why are you writing this particular article? Will your purpose be clear to the reader early on? And, who is the reader? Remember the publication's audience as you place your article in context through a literature review, discuss the results of your work, and develop implications and suggestions.

Organizing your Article

Once you have identified a topic and are beginning to develop your article, an outline will prove very useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements and adapt them to your specific circumstances. An introduction briefly describes the article and introduces the reader to the purpose and need for the article. The statement of the problem or issue being addressed elaborates upon the introduction. The literature review generally follows. Even in conceptual pieces or program descriptions, the connection to other written work is important. It places your work in context and allows you to build on previous literature. If that literature is skimpy, you have all the stronger a rationale for your own article. Next, the methodology section describes to the reader the details of your research, if you have done a research study. You will need to provide enough details to allow the reader to understand your research process and assess its strengths and weaknesses. The approach you used may take the place of a methodology section if your work is conceptual rather than methodological. Findings or results follow, particularly if you've conducted a research study. Tables and other illustrations can help summarize your results very effectively if they're done well. If not, they may be more confusing than helpful. In a conceptual article, your findings communicate what you have learned. The discussion section allows you to elaborate upon your findings and relate them to the literature you've reviewed earlier. This section should be a major part of your article. Conclusions may be embedded within the discussion section or may be its own section. You've studied a problem or thought about an issue; now is the time to summarize your conclusions. Implications relate the article to your audience. How does your study inform professional practice? What do the concepts you've explored or the program model you've developed mean to readers? Finally, you'll likely have suggestions for further study to share with readers. What question arose from your research? What would be the next steps in extending a program model? You can share these suggestions and bring the article to a close in this section.

Writing Well

Your ideas and approach must be sound, but your writing mechanics are equally important to reviewers and editors. A few suggestions follow.

- Write as simply as possible. A densely written manuscript will lose readers.
- Be wary of jargon. Define terms or concepts and state your assumptions clearly.
- Pay attention to the conventions of the journal to which you may submit your article. Try to get a feel for the writing styles, though you'll have your own style as well, however.
- Write in the active voice whenever possible. This makes for clearer, livelier reading.
- The Journal uses the Publication Manual of the American Psychological Association, Fifth Edition as its style manual. APA style recommends writing in the first person. However, some journals use the more formal third person approach.
- Beware of misplaced modifiers, dangling participles, and other writing problems.
- Avoid clichés. Instead, search for a more original way to communicate your message
- Follow the style guidelines of whatever manual the publication uses (such as APA style). Pay particular attention to correct reference citations and a matching reference list.
- Find someone to read your work and make helpful suggestions. Also, have someone proofread your manuscript before you submit it.

The former editor of the Journal, Donna Queeney, wrote a message from the editor in the Spring 1996 issue (vol. 44, number 2, pp. 2-6) that expands upon the contents of this summary and helped form the basis for it. Another helpful resource is The Work of Writing by Elizabeth Rankin (Jossey-Bass, 2001). We encourage you to investigate these and other resources, and start on your own "Pathway to Success"!

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The Credit and Non-Credit Team: A Symbiotic Relationship

Presenters: Beth Nickell, Jeff Corkran, Michael Coyle and Jim Vail, Elizabethtown Community College

Elizabethtown Community College (ECC) is a comprehensive, nonresidential two-year college located in south central Kentucky, approximately 40 miles south of Louisville. Established in 1964 to serve an eight county area, the college has a threefold mission:

- To provide transfer education to other postsecondary educational institutions,
- To provide two-year occupational and technical associate degrees, and
- To provide continuing education and community service.

The college is the second largest in the Kentucky Community and Technical College System, which includes 13 community colleges and 15 technical colleges organized into 16 geographical districts. Currently, ECC has approximately 3400 students. To support its continuing education mission, ECC faculty and staff began providing customized training to business and industry in 1981, focusing on "soft" skills such as technical writing, leadership and performance management, team building, quality management, and interpersonal communications. Business and industry leaders in the area quickly saw the value in this service and identified the need for more structured educational opportunities to support their efforts. Consequently, the Associate in Applied Science degree in Quality Technology was developed and implemented, and remains the only such two-year program in Kentucky. In

creating the Quality Technology program, ECC personnel surveyed 93 employers regarding their workforce skills requirements. An 85% return response provided the basis for creation of the curriculum and the program. This is the opposite of how most curricula are created in academe.

As the college's customized training function grew, a permanent department was formed. This department, working closely with Quality Technology and other faculty, focuses on providing the area's expanding industrial base with quality customized training to meet their needs.

In 2002, ECC's Center for Quality Training and Elizabethtown Technical College's Training and Development department merged to form the Community and Economic Development Center (CEDC) to better meet clients' needs. The center includes two co-directors (one from each college), one full-time training coordinator/trainer, one continuing education coordinator, and five staff support personnel. As the two colleges continue toward full merger, this staff will probably be adjusted to meet the community's needs and to meet SACS single accreditation criteria.

The Community and Economic Development Center still relies heavily on faculty from other academic divisions to provide the best possible training to our clients. Most notably, English and Communications faculty provide training in technical, policy, and procedural writing and interpersonal communications and presentation skills. Quality Technology faculty provide up-to-date training sessions on ISO/QS 9000, quality management principles, auditing, and other quality-related topics. As the need arises, faculty from Mathematics, Physics, Business and other departments also provide customized organizational training and consulting. Training conducted by Elizabethtown Technical College also depends almost entirely on academic faculty.

The CEDC's close relationship with academic faculty from the college has some distinct advantages and benefits. First and foremost, client organizations receive the benefit of having fully credentialed, experienced educators providing their instruction. These educators are thus able to share this experience with the organization's participants. The college also benefits by having faculty members exposed to educational requirements from outside the academic community. This exposure, in turn, enables participating faculty to bring a "real-world" relevance of education into their traditional academic classrooms. Trainers from CEDC also provide professional development activities for faculty and staff in both colleges. Finally, professors and instructors who may not actively participate in CEDC training programs often enlist trainers' assistance in providing their students with guest instruction in team building, emotional intelligence, personality assessments and other specialized activities. The bottom line is that both colleges' students benefit most of all.

Participating faculty also benefit on a personal level. Those who donate at least 20 hours of instruction while on contract are given preference when scheduling trainers during the summer and other off-contract periods. During these periods, these experts in their fields are paid well ($75 per hour) for their instructional time.

Having served our community for over 20 years, the Community and Economic Development Center has established itself as the customized training provider of choice in the Elizabethtown area. As industry continues to expand in the area, the need for top-quality training at an affordable price will also continue to grow, both in quantity and in the types of skills needed. There are also now procedures in place allowing CEDC training to earn

college credit, thus growing our student body. The future also holds opportunities for developing online courses, additional classroom training, and limitless lifelong learning opportunities.

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Where is Your Program's Weakest Link? Is it Information Technology and Knowledge Management or Something Else?

Presenters: Raymond W. Campbell, Drexel University and Edna Wilson, Fairfield University

In today's marketplace with increasing competition and savvy consumer-oriented students, continuing education administrators (CEAs) must have enormous amounts of data at their fingertips. Often, CEAs have difficulty retrieving and using data collected by other campus units for decision-making and strategic planning. Complex, unfriendly data management systems are often perceived as the weakest link, but are they?

In order to explore and locate a program's weakest link, CEAs must begin by recognizing the mission and purpose of their units—which are often misunderstood on their campuses. CEAs aim to add value to their institutions and achieve selective excellence. One administrator explains, "We cannot be all things to all people." It is important for CEAs to determine the extent to which their units fulfill and enhance their institutions' missions. Analyzing data and sharing that information can help them create a solid strategic position for their units. Managing and using data can help them with internal marketing on their campuses as well.

Another challenge CEAs face is understanding the needs of their clients/students during a time when it is difficult to gauge their interests and behaviors. There are many positive outcomes when CEAs are successful at this activity, including higher enrollment, increased revenues, and greater visibility both internally and externally.

CEAs are not operating in a vacuum as they attempt to gain a better handle on information and the knowledge they can gain from the information. They live and work in an information society, which lends itself to a more open exchange of information. Trends in the new society include: proliferation of information and knowledge managers, increased dependence on computers, rapid changes in the work place, and the demand for instant information. New ways to think about everyday matters include creating place without space (e.g., an email address is not really a physical location, but a person can be reached there) and defining concepts of time (e.g., in just about every location people can be reached instantaneously by cell phones or pagers).

These trends have created a paradigm shift within institutions. Traditionally, CEAs believed that knowledge was power, but increasingly, knowledge sharing is becoming the power base. However, before CEAs can begin to share knowledge they must understand how to discover new knowledge within the information they have currently and how to identify new sources of information that can enhance their knowledge and memory banks.

According to Information Outlook (June 2001), information management is concerned with the acquisition, storage, retrieval and use of information to produce knowledge. Knowledge

management, on the other hand, is an established atmosphere, environment or culture, in which the developing and sharing of knowledge-at all levels within the company and including all levels of knowledge-is accepted as the essential element for the achievement of the corporate mission. Knowledge management can be used to gain a competitive advantage from efficient and effective management of knowledge assets.

This session focused on a variety of topics related to knowledge management, including: how to capture knowledge and how to develop a consistent framework and apply that framework to identify major results attained and lessons learned. The session leaders presented a knowledge management framework and discussed the following components: context, goals, strategy, culture, and processes. In summary, information sharing is critical to the growth and stability of continuing higher education. Collaboration among people in the sharing of information and knowledge is crucial to building a balanced and sustainable knowledge management program.

The presenters concluded this session—which blended practical and theoretical learning--with a description of their own experiences at Drexel University in Philadelphia, Pennsylvania, and Fairfield University in Fairfield, Connecticut. Participants had the opportunity to share their institutional experiences and experience "first-hand" the benefit and power of information sharing.

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TLC: Navigating Successful Partnerships

Presenters: Sharon Akiele, Jamila Canady and Pauline E. Drake, Spelman College

The goal of this session was for participants to recognize how navigating the path of partnership between institutions of higher education and internal and external constituencies yields rewards for all. Moreover, participants have the opportunity to demonstrate how teamwork, leadership and adapting to change are keys to successful partnerships.

We define partnerships as mutually beneficial relationships with other organizations based on shared goals, cooperation and joint participation. The fact that one of the four initiatives in Spelman College's strategic plan is college/community partnerships is an indication of the value that the College places on partnerships. For this initiative, Spelman has three specific goals:

- Strengthen existing community relations and initiatives in programs, departments and student organizations.
- Become a major participant and partner in the development and revitalization of the surrounding Atlanta University Center Community.
- Identify and establish partnerships nationally and internationally that enhance and advance the College mission.

Developing partnerships with other departments in the college community, social service providers, and government agencies is an essential strategy for increasing the institutions' capacity to effect positive change. Establishing these partnerships increases exponentially the institution's 1) capabilities, 2) influence within the community and 3) ability to share its resources with others. However, these partnerships must be nurtured to be effective. The

purpose of this workshop is to explore how effective partnerships are built and sustained to accomplish mutually beneficial goals. The facilitators for this session highlight four programs that illustrate how the Spelman College Continuing Education Program has forged and benefited from partnerships with other units within Spelman College, with other institutions of higher education and with government entities at the county, regional and federal levels. Based on their experiences with these partnerships, the facilitators share with participants ways to integrate effective building blocks, to understand the benefits and challenges of working as partners and to identify and implement strategies that enhance the partnership's effectiveness. Participants learn these concepts by using interactive approaches, such as case study analysis, problem solving and study group reporting.

Participants received handouts that supplement the learning process. Both novice and experienced participants engaged in an analytical process that enhanced their ability to effectively navigate the path of partnerships between institutions of higher learning and internal and external constituencies.

The partnerships featured in the case studies include the following:

- A partnership involving the College, two others institutions of higher education, a community organization and a department of the federal government.
- A partnership between the College and a county agency to provide job training.
- A partnership including two units within the College, a two-year college, a Head Start provider, and the Head Start Bureau.
- An alliance that involve units within the College, other institutions of higher education, and neighborhood organizations.

In building partner relationships and in developing this presentation, the facilitators used the resources of QUILT (Quality in Linking Together). The QUILT resources are designed expressly for those working in or with early education programs; however, the resources are adaptable to a variety of situations that involve partnerships. Adapting the QUILT materials for this presentation, the facilitators developed and shared two checklists with participants: (1) Developing a Partnership Agreement and (2) Shaping a Partnership. For further information, interested persons should contact QUILT toll-free at 1-877-8458 or at www.quilt.org.

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Building A Collegial Team of Adjunct Teachers: A Model for Adjunct Faculty Development

Presenter: Richard W. Leatherman, University of Richmond

This presentation was a narrative on how the Human Resource Management HRM academic department in the School of Continuing Education at the University of Richmond was successful in amalgamating business and academic strategies that allowed them to institutionalize initiatives in four key areas: selecting and orientating adjunct faculty, enhancing teaching, building faculty relationships, and improving leadership.

Over a five-year period, the HRM academic department grew from eleven adjuncts to thirty-

eight. In addition to the normal criteria of academic degree and subject-matter expertise, a Socratic model was presented that helped the director of the department evaluate the prospective adjunct instructor's level of passion for teaching.

A step-by-step list of actions, developed by the adjuncts, was presented that was used to orientate the new faculty member to the academy. In addition, a mentoring program was offered that helped the new instructors to more rapidly reach their full potential as high-performance teachers.

The focus of this presentation, however, was on specific strategies to enhance the teaching of all adjunct faculty. An innovative concept was introduced that made use of an "Educational Consultant" to provide one-on-one developmental feedback to the faculty. This roving educational consultant was a senior adjunct of the HRM team that also had knowledge of adult education principles. This person was responsible for contacting each faculty member who taught that semester, set up a time to observe, write a draft report on the things that were observed, reviewed the draft with the teacher, and then wrote the final report. These reports were sent to the program director and the dean and placed in the personnel file of the teachers who were observed. They were not used in any way that was punitive! They were used as a way of "improving the product," that is, providing feedback to the adjuncts to improve their teaching and learning. The feedback was not about the subject that was taught, but how that subject was being taught—methodology, not course content.

Many schools of continuing education enhance the quality of teaching by conducting one-on-one meetings at the end of each semester with their instructors. The model presented at the ACHE conference was different, in that it focused on the teacher's strengths and how they could be even better rather then on weakness and problems in teaching. This was much more then semantics, it is a basic difference in philosophy. The model demonstrated how teachers can be coached by asking questions, rather than counseled on their problems.

The presentation also covered specific suggestions on improving teacher moral, building adjunct-to-adjunct relationships, and improving the overall leadership of the department. It described in some detail the value of establishing small subject matter teams, the advantages of adjunct faculty governance, and a yearly survey used to elicit information to improve the program and its leadership.

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Areas of Practice, Responsibilities and Tasks of Continuing Higher Educators: A Practice Description for the Field

Presenters: Chris Dufour, Pennsylvania State University

"If we, as a profession, cannot identify our own professional requirements in a unique and substantive way, how can we expect the public to recognize, identify, and respect these characteristics?" (Koloski, 1989, p. 7)

Defining areas of practice, responsibilities, and tasks important to professional practice has been a major concern for many fields over the past several decades. Increased competition

and the dramatic increase in the availability of information have raised the level of public concern over the quality of services it receives from professionals and the level of knowledge and skill of the individuals who provide these services (Shimberg, 1983). In response to these concerns several professions have attempted to identify, through the development of a practice description, the areas of practice, responsibilities, and tasks unique to their professions (Desselle, 1997; Kane, & Colton, 1990; McLagan & Suhadolnik, 1989). Lack of clarification and definition of professional practice hinders any field's ability to explain to those outside of the field the nature and scope of its practice. Such lack of clarification and definition of professional practice contributes to the public's concerns over quality and standards of practice. In addition, without a practice description for guidance, many professions have difficulty adequately identifying competencies essential for the practice of professional roles.

This session addressed the results of a national dissertation study conducted in 2001 that identified areas of practice, responsibilities, and tasks of continuing higher educators. The presenter provided a brief review of the studies of continuing higher education practice that have been conducted over the last two decades. He also introduced the audience to the methodology and procedures employed when conducting his research and discussed the results of his study. Each participant received a copy of the resulting comprehensive practice description and a discussion ensued as to the reactions the audience had to the description. The presenter proceeded to discuss the applicability of the comprehensive practice description.

The practice description that emerged from the study can serve as a tool for managers and administrators to develop guidelines for entrance into the field of continuing higher education, as well as the development of effective practice-oriented continuing professional education courses for his or her staff. The comprehensive practice description can also be an instrument for practitioners as they maintain and develop their own competencies. Participants in this session learned about the current state of practice of continuing higher education, how the results of the presenter's research can inform their own practice, and to consider how to use the resulting practice description in their workplace.

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Running with the Big Dogs – A Small College Model for Developing Distance-Learning Graduate Programs

Presenters: Debbie Culbertson and Noreen Mack, Goucher College

The Trustees of Goucher College, in approving a strategic plan in the 90's to guide the college in the coming years, recommended identifying new graduate programs built on its undergraduate strengths. In developing these new programs, the Welch Center for Graduate and Professional Studies had to consider technology and androgogy, not the traditional face-to-face undergraduate pedagogy.

With the support of the chairs of the undergraduate history and historic preservation departments, the Welch Center launched a new graduate program, a Master of Arts in Historic Preservation. The two-year planning process included receiving state approval as well as administration and faculty approval for the method of delivery. The new graduate program, which is now the model for two others, requires a 2-week summer residency on the Goucher campus while the rest of the work is completed at home using the Internet with Blackboard as the platform. We have students and faculty from the 40 states as well as 6 foreign countries.

When the Center decided the distance education faculty needed web-based tools, they also knew that convincing reluctant professors to adapt their teaching styles would be a challenge. Focusing on individual needs in a safe learning environment produced communication, collaboration and a desire to learn more. Now whole communities of practice are expanding with the power of asynchronous communication.

This session demonstrated the model developed by the Goucher Center, from the germ of the idea to the first graduating class. It included an advisory committee, targeted marketing strategy, faculty and student technology training, student services, and financial viability. Attendees learned how a small, private, liberal arts college launched successful limited-residency, distance learning graduate programs which attract students and faculty, not only nationally, but internationally as well.

Large state universities are not the only successful entrepreneurs in this new web-based educational world. Small colleges can run with the big dogs. You must remember that if you're not the lead dog, the scenery never changes.

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Win/WinTeamwork Scenarios For Continuing Education, Adult Degree Programs, and the Community

Presenter: Dr. Joyce C. Woodruff, University of South Alabama

Within the continuing education unit of the University of South Alabama, many successful programs have been launched: certificate programs in Emergency Medical Services and Gerontology, the Adult Degree Program, International Programs, Weekend College, and a branch campus just to name a few. Opportunities for creative programming and scheduling

have been encouraged in our division. We operate under of Stephen Covey's (1990) "paradigm of interdependence...we can do it; we can cooperate; we can combine talents and abilities and create something greater together"(p. 49). The Adult Interdisciplinary Studies department that administers the adult degree program has found that teamwork with faculty within the Adult Interdisciplinary Department (AIS), faculty within the university, and community members is an effective way to achieve the win/win scenarios. It is our hope that many of our teamwork successes may be applicable to other continuing education programs.

Teaming up with the community to provide a degree program that is accessible to working adults is the most important component of the win/win scenario. Our faculty and staff have become advocates for adult students by administering Weekend College, offering evening courses, encouraging other departments to offer evening and weekend courses, and by participating in online course development. The business community in turn offers tuition reimbursement, career fairs publicizing our program, and other incentives for degree attainment. Through internships, service learning projects, and directed studies we have connected our students with faculty in other departments and the community. Through internships, our students are providing assistance to the community while experiencing the opportunity to apply what they have learned in the classroom in a "real world" environment. McCormick (1990) said, "Experiential learning is like learning about roller coasters while buckled into the front car" (p. 26). Excellent internship experiences have occurred at the women's shelter, Exchange Club parenting classes, the crisis hotline, and assisted living facilities. In business settings, students have developed marketing plans and web sites for small businesses. In educational settings, students have provided tutoring and served as aides in the classroom. Many of these internships have led to full-time positions.

Interest in credit for field base experiences (prior learning assessment, ACE, military credit) is growing since workplace employees are often upgrading their skills and talents through on-the-job training. According to Schwartz and Swinerton (1995), " the boundaries between institutions and society are fading, with individuals getting and keeping proficiencies from many sources including universities, communities, and the workplace. Institutional recognition of nontraditional learning encourages individuals to attend college to gain the knowledge needed to stay up-to-date and in many cases earn a degree" (40).

Undergraduate research projects have been our most successful attempt to bridge faculty, students and the community. In our program, students choose a faculty advisor from outside of the AIS department who has expertise in the student's field of study. Some of the projects have benefited business and community agencies. One student project drew attention to the inadequacy of the therapy and treatment for incarcerated serious juvenile offenders and contributed to changes in policy at the local youth center. An EMS student in our program developed a plan for a tactical emergency medical program that has been adopted. Now this student heads up the emergency team that operates in the local area. He was also honored for his contributions as a paramedic at the World Trade Center disaster cleanup.

Other projects have been beneficial within the University. A handbook was developed for employees that work at the Mitchell Center, a sports/entertainment facility. One student's concern for web access for persons with disabilities drew the attention of the University administration who worked with the student to bring all University web sites into ADA compliance. Another student's survey of university personnel determined that most people do not understand what affirmative action is. She developed a training seminar to educate employees about this issue.

A very successful teamwork endeavor involved the development of an interdisciplinary course in which three professors from different disciplines share responsibilities for a 3-hour course. In the course entitled Women's Issues in the Workplace and Community, each professor addresses the issues from her discipline's perspective. The course has been very popular with AIS students.

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Program Planning A-Z

Presenters: Dan Gaymer, Dawn Malone, and Jaclynn Tracy, Eastern Michigan University

Processes and procedures for engaging in strategic planning are sweeping the organization landscape. Hundreds of institutions of higher education across the nation have embraced this activity and are immersed in the process at every level of the organization. Moving from broad institutional initiatives set forth by this process to specific operational program plans requires a level of detail and collaboration beyond our comfort zone and often times only explored when forced to do so.

Eastern Michigan University, a regional public institution of higher education is structurally and functionally organized with a centralized/decentralized continuing education unit model. This structure is embedded in a highly unionized faculty and staff environment. EMU served as the testing ground for the process presented in this session. The focus of the process presented emphasizes building "win/win" relationships with academic departments and is a useful management tool to use when making decisions relative to launching new programs and evaluating existing program viability.

"Program Planning from A-Z" provided a proactive step-by-step process for developing, organizing and implementing individual program plans for your continuing education credit programs. Emanating from the institution's vision and mission and further embedded in the mission of the continuing education unit, this process provided a model that is viable and responsive to the competitive environment, is focused on resource maximization and has accountability measures built into the process.

The program planning process is a six phase cyclic process. These phases do not occur in isolation. Often times various dimensions of each phase occur simultaneously. Phase I is the

development of the background, rationale and purpose statement. It is linked to the organizational goals and objectives of the unit, identifies the need and the target audience(s) and addresses such issues as instructional capacity, accreditation and critical decision factors necessary in launching new programs. Phase II, market feasibility, focuses on specific processes for target audience identification, assesses market demand and competition, and attempts to gather input specific to product packaging.

The financial planning and rollout phases follow. The financial plan incorporates projection figures relative to instructional mix costs, promotional costs, facility costs, productivity, overhead expenses and revenue. The rollout process consists of identification of specific courses needed, decisions relative to delivery formats and development of a timeline.

Phase V of the program planning process is the creation of the promotional plan. This incorporates specific identification of the target audience(s) and benefits sought, communication vehicles to be used, and the development of a specific media schedule.

The assessment and evaluation phase is the final phase of the initial program planning process. Multidimensional venues for input are identified to measure satisfaction levels, and feasibility factors are considered for decisions relative to the future of the program/product. This feedback is cycled back to Phase I and enters a modified program planning process.

This session expounded upon the change theme of the ACHE 2002 Conference. Program planning allows managers to assess both the long and short-term viability of programs and provides useful data for managing faculty capacity and resource allocation.

Given the limited resources, continuing education leaders need to focus on program niches which both capitalize on the strength and the mission of the institution as well as programs that generate positive cash flow. Program plans allow leaders to analyze specific areas of programming and involves a shift from a macro approach to strategic planning to a microanalysis of each programmatic segment.

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Data for Decisions: Scanning the Market to Reach Target Audiences

Presenter: Carol B. Aslanian, Aslanian Group Inc

This session assists continuing education leaders in conducting efficient and effective market assessments of the communities they serve and the target audiences they seek. In addressing ACHE's 2002 theme, Teamwork, Leadership and Change, practices and procedures of market research that work require all members of a continuing education staff at any institution to work together as a team to design and investigate their market opportunities and challenges. All staff must be engaged in not only the collection of useful information but also in applying the information to recruitment and promotional outreach strategies. Guidelines and procedures for assessing ongoing and rapid changes in a college's service area was the focus of this session, thereby enabling participants to continue playing an effective role managing change within their own setting.

The major topics addressed and selected recommendations include:

Market Research: 10 Reasons To Do It

1. Uncover new clientele
2. Track changing demands
3. Confirm current efforts
4. Reduce/eliminate current efforts that are not working
5. Locate new revenue opportunities
6. Understand the competition
7. Improve retention
8. Increase market share

Basic Principles of Market Research

1. Need vs. Demand -- measure what potential students are ready, willing and able to study.
2. Primary Testimony -- gather information from target audiences themselves rather than from those who represent them.
3. Consumer Demands vs. Provider Supply -- offer programs and schedules that match what potential students want rather than what the faculty prefers.
4. Actionable Advice -- collect data that lead to recommendations that you can take.
5. Cost-Effective -- evaluate the cost of market research in terms of the extent to which it affects enrollment figures.

Adult Student Targets of Market Research
Consider these possible groups as sources of data in a comprehensive market analysis: out-of-school populations, employers, current students, leavers, and prospective students. Also consider internal sources, such as college records, views of key staff, and alumni.

Who Can Conduct Market Research for a Continuing Education Unit?
Consider these options: in-house staff, faculty, outside consultants and organizations. Select an option that can address your needs on a timely, reliable, experienced, and cost-effective basis.

Issues to Consider – Obstacles to Avoid

1. Are you looking for long-term projections (less likely to influence enrollments in the short-term) or strategic/tactical data to influence practices in the next six months or so?
2. Are you engaging in market research for "planning" the future or for shaping operational practices in the near future?
3. Assess the costs of market research activities on the basis of their impact on enrollment – for example, if it costs $50,000 to conduct an analysis, how many new students would be recruited on the bases of the advice taken?
4. There are more market research questions to answer than you have resources to support – prioritize what you support on the basis of areas within your operation that are most in need of data and development…and then proceed down the list.
5. Be sure to involve and get the commitment from others around you who will be essential in applying the recommendations from any research conducted.
6. Conduct market research on a steady, on-going basis. Build it into your regular

operations.

The session discussed in detail specific techniques to conduct internal and external market research and the relative advantages of each; for example, procedures for analyzing the demographics of the community and the views/preferences of residents, surveying prospective students, interviewing employers, and examining the opinions of enrolled students, leavers, and inquirers.

As a result of the session, participants were able to assess and judge market research techniques, guide the direction of market assessment activities locally, determine what types of market assessments would provide the most useful information for the program(s) in question, judge the effectiveness of data collection instruments proposed, and convert findings and recommendations from market research activities to actionable steps.

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Global Outreach Through a Nontraditional Doctorate Degree

Presenter: James P. Pappas, T.H. Lee Williams and H. Dan O'Hair, University of Oklahoma

This session described the development and implementation of a distance doctorate program in Organizational Leadership. Presenters included the continuing education dean (program administrator), the dean of the university's graduate school (quality and academic oversight) and the department chair of one of the cooperating units (content specialists and doctoral committee supervision). This interdisciplinary degree, which was offered initially at a distance in Heidelberg, Germany, illustrates many of the problems and issues that distance education typically raises. The degree has now been offered twice in Germany and once in Tulsa, both sites at a distance from the main campus. It has been offered as a cohort program to an average of twenty-five students either in Department of Defense or business environments. The aggregated courses used in the interdisciplinary program come from six different academic departments (i.e., communication, human relations, economics, education, management and psychology). A large number of students from the first two cohorts have completed the doctorate and are now making applications of the knowledge and research skills they have acquired. The three presenters will look at the program from different perspectives representing their varied experiences.

The reason and impetus for a distance Ph.D. program were discussed, including the need to offer quality graduate education to place-bound students. Some of the challenges facing the creation of the program included a diverse applicant pool, the nature of their residency experience, the creation of a community of scholars, strengthening the research enterprise and the justification of an interdisciplinary program. The decision for creating an Organizational Leadership theme for the degree was considered. Emerging interdisciplinary pedagogy is as an important part of curriculum development for the degree. The mechanics of selecting students and faculty, developing the curriculum and establishing the administrative infrastructure were reviewed.

Additionally, a general discussion of what constitutes a good graduate education, be it at a distance or on campus, were considered. An important aspect of creating meaningful

graduate education at a distance is the establishment of colleagueship and a sense of scholarship for students. The cohort experience were examined as an important aspect of this program. Finally, a perspective of how one teaches in such a program, how one supervises students doing graduate research away from campus and how one interacts with on-campus colleagues were explored. This latter issue presents a special set of problems for distance graduate programs as skeptics and traditionalists remain concerned about the rigor and learning environment of graduate education at a distance.

The assumption is that many continuing education units are now engaged in graduate education, both at the master's and doctoral level, and that there are many local and institutional solutions to problems and successes of graduation education at a distance. Given the rapid growth of distance and online degree programs and new institutions, this discussion is important as more and more continuing education units are asked to deliver off campus graduate degrees and are required to build partnerships with graduate and academic units on their campuses.

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Creating a Team-Oriented Faculty Development Program

Presenter: James Martin, Friends University

One of the most productive ways to improve the educational experience that students have at any college or university is to improve the quality of instructors who interact with these students. We have all seen organizations that maintain that they have quality faculty development programs and many of these are excellent. Unfortunately, the limited literature in the field indicates that the largest single problem is getting "buy-in" from the faculty members for whom the development is intended. This is most true with full-time faculty members who have long made the classroom their home and firmly believe that they already have all the skills that are necessary. The other category of instructor in today's academic world is the adjunct or part-time instructor, that unique breed who often make their living at multiple schools or in the business world. Often these instructors don't feel that they are a part of the faculty and don't participate in the development programs because it doesn't serve their needs or because they have no say in what is offered. Both of these groups, full-time and part-time instructors, can benefit from a quality faculty development program, if the organization can create a desire in them to participate.

Many of our schools have internal departments or institutes to help faculty become better teachers. Others deal with faculty development as an afterthought, something that faculty members do when they go to conferences or mingle together in the faculty lounge. A large number apparently believe that the part-time faculty members are not really part of the faculty and fail to include them in any plan to improve the quality of instruction at the institution. This part-time population is growing in most schools, creating a more critical need for faculty development programs that include them.

This presentation was intended to present a model that can be used to create a faculty development program that will work for full-time faculty members and, but at the same time, strive to include the part-time instructors who make up such a large part of the faculty across the country. The focus of the presentation was on methods of faculty development; including workshops, faculty meetings, and peer review processes. These methods are in common

usage throughout the country, but rarely do administrators actively involve the faculty (particularly the part-timers) in the decision-making process of how the program will structured and carried out. Through experience at two different small, liberal arts universities, I have found that faculty development can make important contributions and reach many instructors if only these faculty members are made into active members of the team that drives the program. Rather than seeing faculty development as just one more thing thrust upon them by an administration worried about accreditation, a deeply involved faculty sees this as the opportunity to set the agenda for classroom improvement. It also gives them a way for experienced, full-time faculty to mentor and improve those part-time faculty members who have much business experience, but little teaching experience. This team environment can create a program that is sustainable and flexible, able to survive administration changes and modifications to the school's curriculum, all the time providing the faculty with more control over what is offered, when it is offered, and the quality of the developmental presentation.

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Web-Based Experiential Learning?

Presenters: Alice Eichholz and Lorraine Williams, Union Institute and University

The Union Institute & University's experience to incorporate web-facilitated learning into its brief-residential, mentored-based adult programs at Vermont College and developing new online initiatives was the foundation for this workshop. Using Developing Adult Learners by Taylor, Marienau and Fiddler (Jossey-Bass, 2000) presented ways we have begun to incorporate experiential learning into an online environment. As beginners in the field of technology-enhanced education, we were concerned that the high quality found in our non-traditional programs be maintained in a web environment. For over 35 years the programs at VC have recognized that learning is a journey, not a destination, and that faculty's role is to offer paths to that journey. We were interested to see exactly how a technology support staff could work with faculty to translate experiential learning into a web environment and enhance the already recognized high quality of our non-traditional approach.

First, an overview was presented of our history and process in beginning to experiment with experiential online learning. Included was how we developed a framework for analyzing our readiness and the process we went through necessitated by shifts in the dot-com Learning Management System world. Finally, using examples of our Best Practices in online learning approaches as a springboard, provided examples of how to blend experiential learning into an online environment and use it as an assessment.

We concluded with a presentation of challenges to technology development for responding to experiential learning needs.

Participants in the workshop:

- Developed a framework for analyzing an institution's current readiness for online learning. [Handout: Checklist for technology needs and training benchmarks]
- Learned how to respond to the challenges of the "change is constant" nature of the dot-com world. [Handout and discussion of what we need to know about nature of changing dot-com world];

- Developed ideas for blending experiential and online learning. [Handout: Checklist of "What Worked," "What Didn't."]
- Explored ways to use experiential learning as an assessment in online environment. [Handout: Best Practices.]

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Changing the Future One Person at a Time: The Bridges to a Brighter Future Program

Presenters: Judith B. Chandler, Furman University

"In its [sixth] year of operation, Bridges to a Brighter Future continues to make dramatic changes in the lives of young people and their families in Greenville County. We at Furman University delight in the success of the young people who have graduated from this program and are now in colleges throughout the state and Southeast, and we anticipate continuing to play a role in making a vital difference in the lives of these young people whose "potential outdistances their circumstances."

A.V. Huff, Jr., Vice President for Academic Affairs and Dean, Furman University

Program and Participants

Bridges to a Brighter Future is one of the best-kept secrets at Furman University and in the upstate South Carolina community which is its home. Through a generous private gift to Furman, the Bridges program identifies outstanding ninth-graders throughout Greenville County and invites them to participate in one-month summer residencies of intensive academic study and social enrichment for each of the next three years (10th-12th grades). Each year, we select 24 ninth-graders, who are nominated by their schools and interested community members and who meet the following criteria:

- excellent grades (A/B average)
- strong middle or high school recommendation (teacher, counselor, principal)
- clean disciplinary record
- serious educational goals supported by a reasonable educational plan
- strong family and community encouragement
- evidence of family financial need (such as, but not limited to, eligibility for free or reduced lunch)

In addition, many of these young people excel in leadership activities, are involved in community volunteer work, and are focused on post-high school education. Many will be the first in their families to graduate from high school, most will be the first in their families to go to college, and a substantial number are from homes in which English is not the language of preference. One third are Caucasian, 1/3 African American, and 1/3 "international" or "other."

Program Success (1997-2002)

In 1997, this unique program began with the recruitment of 24 ninth-grade students, who at that time were enrolled in three high schools in the County with the highest rate of students eligible for free or reduced lunch. Of these original 24 students, 21 were to graduate from County high schools "on time," and 19 began college in the fall of 2000, many with

substantial financial aid support. Today--beyond our wildest original expectations--five students are enrolled at Furman, with generous financial backing in each case.

In the year 2000, the Bridges program began to recruit students from all 14 County public schools and also to consider students from private schools or students who have been home-schooled. The focus, however, continues to be on active public high school recruitment; the enthusiastic support of the school superintendent has been critical in this process. In the first year of the County-wide effort, 60 students were nominated, 30 interviewed, and 22 admitted. In 2002, we received 88 nominations, interviewed all 44 whose applications were complete and on time, and accepted 24. With the admission of a number of siblings of former class members, we are also making a powerful impact on families. The high rate of international students accepted is also enabling us to be involved with families new to our culture, a program thrust we are committed to continue, especially since our community is experiencing an astounding influx of Hispanic families from both Mexico and Colombia.

Innovative Program Components (1997-2002)
The interest from the Bridges endowment covers all the costs to the students and their families: housing and meals, instruction in the basic curriculum (English, social studies, and math with certified public school teachers), and basic social/recreational needs (with close supervision from Furman student counselor-interns). We are committed to a better than 5 to 1 ratio of Bridges students to adults; students are chaperoned at all times. Many community volunteers assist with programs in the evenings and on weekends; the students themselves volunteer with community organizations, such as Senior Action, Habitat for Humanity, and a local nursing home, while they reside on campus.

Additional Program Components: Establishment and Enhancement (2001-2003)

- Year-Round, Fulltime Support and Programming. As of the summer of 2002, the directorship of Bridges has become a fulltime responsibility with year-round programming underway. Two student interns provide school visitation, and a third intern is on foreign study in Spain this fall with the plan of translation of all written materials upon her return.
- Academic Mentorship Triads. We are now involved in two developing academic mentorship programs for middle school youth. Chrysalis, for girls, was piloted in the academic year 2001-2; Catalyst for boys is in its pilot year, one year ahead of schedule because of pressing needs identified in the community. Each program is guided by a volunteer board and uses the concept of triads, matching a) an adult from the campus or community, b) the young person, and c) a volunteer Furman student, generally, but not in every case, an education major.
- Advisory Board Commitment. Likewise in the fall of 2002, we have organized an advisory board called informally the "kitchen cabinet" or more formally "Friend of Bridges." Two goals of this program are to arouse interest in and support for Bridges (and the feeder mentorship programs) and to explore the introduction of paid internships for Bridges students the summer after high school graduation.

For more information or to share information on related programs, contact Bridges Director Judith B. Chandler, Furman University, (864)-294-3135, or Edward C. Marshall, Director, The Northwest Crescent, (864) 241-3523.

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Creating Teamwork Opportunities by Forging Partnerships Between Internal and External Constituencies

Presenters: Linda Martinak, Mount Saint Mary's College and Honour Moore, Holy Family College

Developing support for continuing education programs from a variety of constituencies is widely accepted as being important for their recognition and acceptance within an institution. Indeed it is essential for contributing to their overall success. Developing such support for accelerated degree programs is critical to their survival. The reasons for this are quite simple: accelerated programs, by their very nature, create tensions within an institution.

The tensions created by the implementation and on-going presence of accelerated programs vary from institution to institution, but usually center around the need for those involved in the institutional infrastructure to take on more work, be available for longer hours, operate on a 12-month basis; all for little or no additional compensation. Flexibility, quick response time and a 'can do' attitude must become the norm if such programs are going to be successful.

How then do some accelerated programs thrive in this turbulent climate? The answer seems to be that those programs that take the time to build alliances, both internal and external, develop the broad-based support that is essential to success. Building alliances is not always easy to do. It often seems that it takes wisdom, patience, and time to create workable alliances – and time is something that these programs usually do not have in abundance.

Many accelerated programs seem to just appear out of nowhere; faculty, administrators and staff often complain that such programs have been sprung upon them overnight, with no thought to the other needs of the institution. Most often, this is not the case. While not all constituencies may have been consulted, there is usually a great deal of advance planning that has gone on at some level of the institution. Those institutions that have adopted an existing accelerated model often have an advantage because they benefit from the collective wisdom and shared experiences of others who have done this before. Such was the case of our two institutions, both adopting the Regis University Model.

In order for students in an accelerated program to have an optimum learning environment it is essential that the appropriate alliances be formed before a program begins. In the highly competitive environment that we all face in today's marketplace, our services must be student driven. The adult learner is an informed, discriminating consumer who knows what he/she needs to be successful in the academic setting. Those of us who are able to provide those services are those who are most successful at gaining the market share.

Adult students expect one stop shopping, seamless transfer policies, smooth billing operations, easy access to books and other course materials and convenient advising services. They expect courses to be offered at convenient times and suitable locations, to have comfortable classroom settings, and to have faculty who understand not only the theory behind the subject but know the real world application. They expect a curriculum that is relevant and up-to-date.

Adult students are also very aware about how their presence is viewed by the institution.

They are all too aware of when they are thought of as cash cows and not real students. Those institutions that do a good job integrating their adult programs within the overall academic divisions of the college/university seem to have fewer problems with adult retention and are producing more active alumni.

The integration of all programs within an institution is often due to well functioning alliances. Institutions that have on-going dialogue between various constituent groups, such as administration, faculty, support staff, students and alumni, are able to eliminate many of the barriers (real or perceived) that arise because of the implementation of new programs offered in different delivery formats.

Creating alliances takes work, and a certain degree of diplomacy. Setting up advisory councils can be helpful, but can also create additional problems if the members are not carefully chosen and charged with specific tasks, to help rather than hinder administrative functions.

Our combined years of experience, in both traditional and non-traditional higher education, give us a unique perspective on how to create, manage and re-design (if necessary) these alliances which are critical to survival of continuing education units. We have worked with established programs and have done program start-ups, providing us with many opportunities to experience what works, and what does not work.

Our workshop was designed to provide information on the importance of creating alliances, both internal and external, and to share tips and suggestions on how to make them work. We offered case studies, based on our own experiences, to illustrate our points.

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Creative Partnerships: How to Maximize Use of Advisory Councils

Presenter: Theresa A. Lewis,

"Development that is assumed rather than managed continues to be the Achilles' heel of many otherwise strong...efforts." (p.106, Morrison, 1992)

Achieving positive change is an enormous task requiring recognition that teamwork and organizational leadership are core elements. Attempting to involve all constituencies of an institution to accomplish program changes, especially within higher education settings, could really stretch the limits of these core elements.

One influence on successful program development is "advisory councils." When used wisely and creatively, these become powerful mechanisms influencing program design and future curriculum growth. College Presidents and Deans of specific schools within colleges usually make use of advisory boards outside of the formal Board of Trustees to provide particular information on a variety of areas pertinent to the daily operations of the institutions. The suggested use of an "advisory council" within this presentation is similar to the use made by colleges in general.

As many writers emphasize, school advisory councils can work effectively if certain basic ground rules are established:

- There must be a clear statement of purpose.
- The entire community must be educated on the purpose of advisory councils.
- The roles and responsibilities of those in the decision-making process must be clearly defined.
- The role of the school advisory council must be clearly defined.
- There must be open, honest and effective communications among all participants.
- Advisory councils are not to be involved in the daily operations of a school.
- The process by which members are selected must be clearly defined.
- There must be continuous and critical self-reflection. (www.nstu.ca/issues)

The personal experience upon which this presentation is based came from working in a small, proprietary two-year college, which had seven departments as well as a General Education division. Chairing the Advisory Council for that school as Dean of Education provided a unique and rewarding experience. The group, thus laying the foundation for a successful partnership, adhered to all of the "ground rules" for an effective council previously mentioned.

1. Membership – The members of the first Advisory Council were drawn from local businesses and corporations, industries who had hired our college graduates or which had fields related to degree programs offered by the school. Later, new members were added with a particular goal of including some alums who were recent graduates and therefore, had current ties to the college.
2. Organization – The Chairpersons of the seven departments would join The Advisory Council member at each meeting, the Chair of the General Education division, the Career Placement Director, the Dean, and other members of administration and staff appropriate to the evening's presentation.
3. Format – A member of the College community would give a general presentation usually to the whole group based on current department goals or a specific request for information by some of the advisory council members on a specific topic.
4. Time – Meetings began at 5:30 PM with a light supper. A welcome by college administrators would also include updates on any program plans, changes, enrollment statistics, and similar facts. Then, either a presentation would be made to the whole group or a general topic would be introduced for small group discussions. A wrap-up session would conclude the evening with feedback from the group and a question/answer period as the concluding activity.
5. Purpose – The main goal for creating the Advisory Council at this college was to enable the faculty and administration to constantly keep current about the latest trends affecting the degree programs offered. It was the mission of the College to train students in the latest technology and skills that would result in job acquisition upon graduation. With input from members of the business community on a consistent basis, the College was able to introduce new programs, change direction if necessary, and know first hand what companies were seeking in their new employees.

What better way to make sure that your programs are relevant for the world of work than to invite input from those who are doing the hiring and the forging of new business opportunities? How an "advisory council" would work depends on several factors:

1. The type of school – 2 year, 4 year, proprietary.

2. The types of programs offered – credit, non-credit, corporate training
3. The design of the organization – how are program changes implemented

This workshop was focused on those who wish to incorporate winning strategies into program development and more fully utilize leadership skills offered by the organization's members as well as outside partners.

Outcomes – Those attending this workshop learned the following information:

1. How to set up an advisory council in their college
2. How to involve faculty and department chairpersons
3. How to fully utilize advisory councils as sources of information for new programs and for strategic planning efforts
4. How best to organize yearly meetings (what works/what doesn't)

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Sixty-Fourth Annual Meeting
Association for Continuing Higher Education
November 2 – 5, 2002
Birmingham, Alabama

Call to Order
President Bob Leiter called the Association's 64th annual meeting to order at 1:00 p.m. (CST), Sunday, November 3, 2002, at the Sheraton Birmingham Hotel in Birmingham. He called the business session to order at 10:20 a.m., Monday, November 4th, and recessed it at 11:35 a.m. He re-convened the session at 7:30 p.m., Tuesday, November 5th. New president Allen Varner adjourned the session at 9:15 p.m.

Minutes
President Leiter introduced the head table and Wayne Whelan, executive vice president, asked for approval of the 2001 annual meeting minutes as published and distributed in the 2001 Proceedings. Jim Vondrell's motion to approve the minutes passed.

Membership Report
Executive Vice President Whelan presented the membership report (Appendix A). The printed report was also distributed to the members present. Rick Marksbury's motion to approve the report passed.

Financial Report
Executive Vice President Whelan presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2002. A printed report (Appendix B) was distributed to the members present. Lynn Penland's motion to approve the report passed.

Research Grant Opportunity
President Leiter advised that member Walter Pearson was interested in identifying an institution to sponsor a grant proposal by which continuing educators would have a voice as regional accrediting organizations deliberate on new criteria for continuing education units. Interested individuals were requested to contact President Bob or Walter Pearson.

Nominations and Elections
President Leiter reported on the 2002 election procedure and results. Those elected were: president-elect, Jerry Hickerson; vice president, Pam Murray; directors-at-large (three-year terms), Chris Dougherty, Art Hoover, and Rick Osborn.

Constitution and Bylaws
Nancy Gadbow, Chair of the Constitution and Bylaws Committee presented two proposed amendments that would enable ACHE to implement electronic voting for officers and directors-at-large. As required, the proposed amendments (Appendix F) were announced

more than thirty days in advance via "Five Minutes With ACHE." Nancy moved approval of the amendments. Motion passed.

Budget and Finance
Phillip Whatley, chair of the Budget and Finance Committee, gave an overview of the 2002 fiscal year through August 31, 2002. He noted that for the 9th consecutive year the external audit management letter included no findings, exceptions or recommendations. Philip especially commended Irene Barrineau for her stewardship and responsiveness regarding the Association's financial operations. He presented the committee's proposed operating budget for 2003, emphazing that it did not include a dues increase. He also noted the cost reductions that would accrue from the on-line Directory and Proceedings, and electronic voting. He also advised that the Board of Directors had reviewed and endorsed the proposed budget. Printed copies were distributed to members present. Phillip moved the approval of the 2003 budget (Appendix C) as presented, to include "topping off" the reserve accounts. Motion passed.

Resolutions
Nancy Gadbow, Chair of the Resolutions Committee presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

President Leiter called on those present to stand for a period of silent memorial remembrance of Joe Fantl, Howell McGee, Gail Nelcamp, and Richard Roughton.

The Year in Review
President Leiter gave a brief report on the Association's accomplishments during his presidency, including: recruited over 40 new institutional members—bringing ACHE's overall membership to an all-time high; 3rd annual regional chairs Leadership Institute; implemented of the online Directory; financial donations to Alpha Sigma Lambda, United Negro College Fund, and American Indian College Fund; established two new Association awards for outstanding published article in JCHE and for marketing excellence; and approved future annual meeting sites for 2005 – Madison, WI; 2006 – Los Angeles; and 2007 – Roanoke, VA.

Local Arrangements
Tom Dowd, representing the University of Virginia, host institution for the 65th annual meeting, made a presentation on Charlottesville and its many scenic and historic attractions.

Awards
Walter Pearson, Chair of the Awards Committee, announced the following recognitions at the Awards Banquet:

Board of Directors Service	Pam Murray
	Barbara Roseboro
	Phil Sisson
Merit Certificates	
Local Arrangements Co-Chairs	Sallie Dunphy
	Phillip Whatley
Program Chair	Donna Keene
Editor of the 2001 Proceedings	Irene Barrineau
Editor of the Journal of CHE	Barbara Hanniford
Network Awards	

Creative Use of Technology Award	Fordham University "Anytime, Anywhere Learning Professional Development School" Ohio University "Ohio University Without Boundaries"
Older Adults Model Program Award	Baldwin-Wallace College "Institute for Learning in Retirement (ILR)"
Association Awards	
Distinguished Credit Program	University of Nebraska-Omaha and Aviation Institute "The Aviation On-line BGS Degree Completion Program"
Distinguished Non-Credit Program	Greenville Technical College "Quick Jobs with a Future"
Emeritus	Clifford Baden Anita R. Pescow Donna S. Queeney
Publishing Award	Maryanne LeGrow Barry Sheckley Majike Kehrhahn "Comparison of Problem-Solving Performance Between Adults Receiving Credit via Assessment of Prior Learning and Adults Completing Classroom Course"
Crystal Marketing Award	Mississippi State University "How English as a Second Language Center Increased Enrollment by 214% for Under $20 Per Day"
Meritorious Service	Scott E. Evenbeck Ronald E. Sundberg

President Leiter presented the 5th ACHE Graduate Study Scholarship to Paula "Renee" Porier, University of Tennessee.

Transition of Presidency
Outgoing President Leiter thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He especially commended Donna Keene, Sallie Dunphy and Phillip Whatley for their diligent work on the annual meeting program and local arrangements. He called Allen Varner to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Varner expressed the Association's appreciation for Past President Leiter's leadership and service. As a token of appreciation for the support that the University of Tennessee gave Bob—and ACHE—during 2001-2002, Allen presented a check for $1000 to Bob for the scholarship fund at the university. Allen then presented Bob with a special presidential certificate and recognition gift from ACHE.

Adjournment
President Varner declared the 64th annual meeting "adjourned."

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Appendix A

Membership Report

	4/29/02	New	Cancelled	9/30/02
Affiliate Class				
Institutions Represented	11	0	0	11
Individual Representative	15	0	0	15
Institutional Class				
Institutions Represented	367	20	10	377
Individual Representatives	1457	49	18	1488
Professional Class				
Institutions Represented	321	NA	NA	277
Individual Members	447	20	46	421
Honorary Class				
Individual Members	25	0	2	23

Members in 47 states, the District of Columbia, and 8 foreign countries (Canada, Egypt, Japan, Mexico, Pakistan, Puerto Rico, Scotland, and United Arab Emirates). 1947 individuals representing approximately 665 different institutions and organizations.

New Institutional Members

Livingstone College-5
San Jacinto College North-7
Technical College of the Lowcountry-7
Neumann College-4
Jackson State CC-7
Montgomery County CC-4
Troy State University Montgomery-7
University of Louisville-7
Tennessee State University-7
Lamar University-7
SUNY New Paltz-2
Morgan CC-10
Morehead State University-7
Texas Tech University-7
Rochester Institute of Technology-2
Brown University-1
Cleveland State University-6
VPI & State University-5
Delta State University-7
University of Oklahoma-8

Cancelled Institutional Members

Ohio Dominican College-6
American University of Paris-3
Mississippi College-7
University of St Francis-6
Virginia Commonwealth University-5
Cuyamaca College-9
Mercy College of Health Sciences-8
Our Lady of Holy Cross College-7
Cabrini College-4
St Thomas University-7

New Professional Members

Dresser-Recktenwald, Wendy-2
Lewis, John C-4
Scherer-Connealy, Judith-8
Porier, P. Renee-7
Ramos, Marie L-9
Sullivan, Karen-7
Kruger, Colleen-1
Grinder, Timothy-1
Perry, Barbara-7
Giampaoli, Michael-1
Polzin, Claudia-7
Luke, Gerri-1
Mastropietro, Anthony-3
Butler, Christina-6
Bennett, Susan-5
Streefland, Jim-8
Petty, Leslie-4
Grimes, Kathy-5
Braden, Barbara-8
Erik-Soussi, Catherine-1

Cancelled Professional Members

Redding, Reginald-5
Greene, Jumond-5
*Murphy, Caroline-2
Favre, Beverly-7
Herd, Charles-4
Johnson, Shirley-7
Quillen, MaryAnn-4
Rossiter, Marsha-6
Thornton, Elizabeth-7
Walls, Bobbie-6
Engel, Deidre-8
Embry, Lowell-7
Rice, Dale-6
McNally, Patty-6
*Kennedy, Yvonne-7
Bykowski, Justine-6
*Kraus, Kathleen-2
*Winters, Helise-2
Wackerle, Sabra-11
Cole, Wendy-7
Hromulak, Virginia-2
Reeve, Frederick-4
Vigdor, Corey-3
Blackburn, Heather-4
Ko, Susan-9
Olbinski, Linda-6
Cobb, Anne-2
*Davolio, Ellen-2
Dickel, Timothy-8
Ash-Grove, Geri-6
Cline, Karen-6
Cooke, James-7
Ervin, Susan-8
Hockman, Judith-7
McBreen, David-10
Satterlee, Brian-5
Yong Chung Shien, Vincent-9
DeShepper, Jerry-1
Costa, Madeleine-1
*Sawyer, Janice-2
Anglin, Pam-8
*Warner, Carla-7
Spahn, Karen-9

Honorary Cancelled

Nelcamp, Gail-6
McGee, Howell-8

*Transferred to Institutional Member

Members By Region

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region I	178 / 2	53 / 2	235
Region II	91 / 1	17 / 1	110
Region III	67 / 3	23 / 3	96
Region IV	154 / 0	33 / 2	189
Region V	185 / 2	25 / 4	216
Region VI	119 / 0	76 / 2	197
Region VII	480 / 1	90 / 8	579
Region VIII	126 / 1	39 / 1	167
Region IX	49 / 2	36 / 0	87
Region X	18 / 3	10 / 0	31
Region XI	21 / 0	19 / 0	40
	1488 /15	421 /23	
Total	1503	444	1947

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Appendix B

Income Financial Summary

Income:	**8/00**	**8/01**	**8/02**
Institutional Dues	$ 89,728	$ 90,967	$ 85,532

Professional Dues	14,820	16,745	15,440
Miscellaneous	2,494	3,986	1,807
Publications			
Application Fees	1,300	1,400	2,300
Other	2,270	3,476	2,825
Interest, Dividends, &			
Increase in Investment Value	15,436	(11,766)	7,225
Balance from Previous			
Annual Meeting	19,021	38,250	7,700
Total Income To Date	$145,069	$143,058	$ 122,829
Expenses:	**8/00**	**8/01**	**8/02**
Publications			
Newsletter	7,044	8,308	6,471
JCHE	10,713	14,651	14,909
Directory	10,626	9,988	11,661
Proceedings	3,816	5,347	6,172
Total	32,199	38,294	39,213
Office Expenses			
Secretarial	29,179	40,537	23,899
Office Supplies	1,058	1,041	883
Printing & Duplicating	1,233	1,007	443
Telephone	1,932	2,346	2,184
Postage	1,829	3,804	1,125
Computer Service	-0-	-0-	-0-
Accounting	5,395	5,445	6,165
Insurance	1,732	-0-	-0-
Computer Operator	4,663	2,636	7,427
Miscellaneous	701	371	535
Total	47,722	57,187	42,661
Travel			
General	666	1,585	2,361
Board Meetings	12,452	10,773	12,762
Presidential	2,798	4,172	5,917
Total	15,916	16,530	21,040
Honorarium			
Executive Vice President	3,422	3,559	3,702
Total	3,422	3,559	3,702
Administrative Expenses			
Committees	1,121	2,167	3,633
Annual Meeting			
Recognition & Awards	58	-0-	-0-
Executive VP	-0-	-0-	-0-
Presidential	-0-	74	72
Administrative Charge	4,500	5,000	5,500
Total	5,679	7,241	9,205
Regional Stipends	7,017	13,000	9,100
Total	7,017	13,000	9,100
Grand Total	$111,955	135,811	124,921

Financial Status

Accounts as of 8/02

Cash in Bank - Checking		$ 2,811	
Invested Reserves		58,571	
	Total		$ 61,382
Fund Balances			
Emergency		$ 10,000	
Development/Venture		4,166	
Capital		15,000	
Transition		25,000	
	Total Designated Reserves	$ 54,166	
	Total Operating Reserves	$ 7,216	
	Total		$ 61,382

Expenses	2000 Budget	2000 Actual	2001 Budget	2001 Actual	2002 Budget	2002 8/31
Publications	8,000	8,685	9,600	11,554	10,000	6,471
Newsletter						
JCHE	13,690	11,901	15,500	15,887	16,000	14,909
Directory	10,000	10,626	11,000	9,988	12,000	11,661
Brochure	2,100	-0-	-0-	-0-	-0-	-0-
Proceedings	4,600	3,816	4,600	5,347	5,000	6,172
Office Expenses						
Secretarial	37,630	29,179	38,950	57,722	39,750	23,899
Office Supplies	3,000	1,441	3,000	1,613	2,000	883
Printing/duplicating	1,500	1,696	1,500	1,007	1,500	443
Telephone	3,000	2,141	3,000	3,099	3,000	2,184
Postage	2,000	1,829	2,200	4,312	3,000	1,125
Computer Services	300	-0-	300	-0-	300	-0-
Accounting	5,875	6,570	6,100	6,195	6,475	6,165
Liability Insurance	1,800	1,732	1,800	1,732	1,800	-0-
Computer Operator	8,250	4,663	9,407	4,299	9,407	7,427
Miscellaneous	500	1,016	725	825	725	535
	1,800	3,956	1,800	4,937	1,800	2,361
Travel						
General						
Board Meetings	12,000	12,452	12,000	10,773	10,000	12,762
Presidential	5,000	2,798	5,000	4,292	5,000	5,917
COLLO	150	-0-	-0-	-0-	-0-	-0-
Honorarium						
Executive VP	6,844	6,844	7,118	7,118	7,403	3,702
Administrative						
Expenses						
Nominations/Elections	1,300	1,121	1,300	1,183	1,300	2,633
Research Committee	3,000	500	3,000	3,168	3,000	1,000
Annual Meeting	2,200	1,943	2,200	1,643	2,200	-0-
Recognition/Awards						
Executive VP	400	139	400	316	400	72

Presidential	400	195	400	202	400	-0-
Dues/COLLO	200	-0-	-0-	-0-	-0-	-0-
Admin Charges	4,500	4,500	5,000	5,000	5,500	5,500
Replenish Dsg Reserves	3,000	-0-	3,000	-0-	-0-	-0-
Regional Stipends	6,660	7,017	7,200	13,000	7,300	9,100
Total	149,699	126,760	156,100	175,212	155,260	124,921
Development Fund		19,010		23,768		10,835
Capital Fund		318		-0-		-0-
		146,088		$198,980		$135,756

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Appendix C

2003 Budget

Income:

Institutional Dues	$ 96,200
Professional Dues	20,000
Miscellaneous	10,000
Int., Div., & Increase in Investment Value	8,895
Annual Meeting Income	13,383
Total Income	$148,478

Institutional Dues $260
Affiliate Dues $260
Additional Members $ 25
Professional Members $ 60

Journal Subscriptions $40/$50
Proceedings Subscriptions $17/$20

Expenses:

Publications	Newsletter	10,000
	JCHE	16,500
	Directory	5,500
	Proceedings	500
Office Expenses	Secretarial	39,750
	Office Supplies	2,000
	Printing & Duplicating	1,500
	Telephone	3,000
	Postage	3,000
	Computer Services	300
	Accounting	6,500
	Liability Insurance	1,800
	Computer Operator	11,500

	Miscellaneous	725
Travel	General	2,000
	Board Meetings	12,000
	Presidential	5,000
Honorarium	Executive Vice President	7,703
Administrative Expenses		
Committees:	Nominations/Elections	-0-
	Research Committee	3,000
Annual Meeting:	Recognition and Awards	2,200
	Executive Vice President	400
	President	400
	Administrative Charge	6,000
Regional Stipends		7,400
Total Expenses		$148,478

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Appendix D

Resolutions

Resolutions of Appreciation

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Donna Keene, chair of the 2002 Program Committee, and her colleagues on the committee, for this timely and valuable conference. The theme, "Pathways to Success TLC for Your Program – Teamwork, Leadership, and Change", through diverse speakers, sessions, and workshops, has provided an array of new ideas, approaches, and resources useful to continuing higher education professionals. Donna and her committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Acting Provost, Dr. Eli Capilouto, of the University of Alabama at Birmingham and to Sally Dunphy, Local Arrangements Chair, for hosting this annual meeting in the "Magic City" Birmingham, Alabama. Donna, her committee, and staff truly have gone the extra mile to provide perfect arrangements and details for our enjoyment.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Robert Leiter and to the Board of Directors for their outstanding leadership during the 2001-2002 year. Bob's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

BE IT RESOLVED that the Association in convention assembled, once again, acknowledge the outstanding service provided by Wayne Whelan as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members (which has resulted in

reducing the Association's expenses significantly), they continue to provide exceptional leadership and service to the Association. Be it further resolved that Wayne and Irene be commended for their efforts in providing our excellent newsletter Five Minutes with ACHE.

BE IT RESOLVED that the Association in convention assembled commend Barbara Hanniford, editor of the Journal of Continuing Higher Education, for maintaining the high standards of excellence for which the Journal is recognized.

BE IT RESOLVED that the Association in convention assembled express our deep appreciation to Irene Barrineau for her work as editor of the 2001 proceedings. We thank Irene for the thorough and excellent report of our 2001 meeting in Vancouver, Canada.

BE IT RESOLVED that the Association in convention assembled extend to Gayle Cooper and the University of Tennessee its sincere appreciation for the continued maintenance of the ACHE listserv, an excellent communication vehicle among an increasing number of participants.

Resolutions in Memoriam

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dr. Howell McGee, retired Director of Continuing Education Admissions and Records at the University of Oklahoma and ACHE Executive Vice President from 1963 to 1978. Howell was absolutely committed to serving the adult learner and the Association. During his stewardship of the Home Office functions, he was instrumental in bringing a high level of efficiency and accountability to the Association's record keeping, mail list management, and fiscal affairs. From 1972-74 he played a key role in bringing about the smooth transition of the organization's name change from the Association of University Evening Colleges to the Association For Continuing Higher Education.

Howell and his lovely wife, Eileen, were gracious hosts at the annual meetings. His outward personality reflected his western heritage and often reminded us of the minimalist and measured speech patterns of a Gary Cooper. But, also like a Gary Cooper, when he did speak – people listened.

Among his many talents, he was an excellent wood craftsman. Indeed, the Association's "official" rosewood gavel and striker, still passed from president to president, were hand-turned and finished by Howell.

The Association extends its collective sympathy to the McGee family.

BE IT RESOLVED that the Association in convention assembled also notes with deep sadness the death of S. Joseph Fantl, retired Dean of Continuing Education at Delaware Technical College. Joe was a long-time active member and leader in ACHE. He chaired numerous committees and served as Chair of Region V and as Director-at-Large. He received the ACHE Emeritus Award in 1993.

Joe – along with Doug Carter, Bill Lanier, Al Jensen, and Wayne Whelan – for many years sat on the front row center at the annual meeting general sessions. Although retired from Delaware Tech, Joe had continued to teach as an adjunct professor until his death.

His many friends and colleagues will miss his engaging personality, his robust and hearty sense of humor, and his zest for our profession and life itself. The Association extends sincere condolences to Joe's wife, Shirley and the Fantl family.

BE IT RESOLVED that the Association in convention assembled notes with deep regret the death of Dr. Gail Nelcamp, Retired Dean of the Evening College at the University of Cincinnati. Gail was one of the true leaders in our continuing education profession and was instrumental in making UC's evening college the largest in the U.S. He served as ACHE Director-at-Large and later as president in 1979-80. During his years with the Association he chaired all of our key committees, including the special Ad Hoc Search Committee that identified the University of Evansville to succeed the University of Tennessee, Knoxville as our Home Office. Gail was honored with the Emeritus Award in 1989, and with the Meritorious Service Award in 1999.

Gail served as a wonderful role model for emerging continuing education professionals. Three of his UC legacies, Mike Sweeny, Dale Myers and Jim Vondrell, served as ACHE presidents. He will be remembered for his engaging smile, gracious manner, and commitment to the adult learner.

The Association extends its condolences to Betty and the entire Nelcamp family.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dr. Richard Roughton, National-Louis University. Richard was a long-time member and colleague in ACHE, and served as Director-at-Large. He also chaired Region V. He held key leadership positions at the American University and Elmhurst College. His friends and associates will miss Richards' wry sense of humor and his quiet, reflective approach to problem solving. The Association extends its condolences to his family.

And finally,

BE IT RESOLVED that the Association in convention assembled continue its important role in building an educated citizenry in our world. As adult, continuing, and lifelong educators, we renew our efforts to promote peace with justice and support efforts to fight ignorance, prejudice, hatred, violence and terrorism. Through education we encourage efforts to build respect, trust, and understanding among the peoples of the world.

Appendix E

Awards Committee

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing education, the Association of Continuing Higher Education has established awards or honors for different categories.

During the past year, the members of ACHE were invited to nominate individuals and/or programs for the 2002 Association Awards. Strong participation from the membership resulted in a number of outstanding nominations. Member of the Awards Committee reviewed each nomination and reported to the Board of Directors their recommendations for national awards or honors.

The ACHE award winners will be recognized at the annual Awards Banquet in November 2002.

Appendix F

Constitution and Bylaws

Constitution and Bylaws committee had only one request for consideration of revision of the Bylaws.

In the Constitution under Article V Section 3 - suggestion: add the word "electronic" in front of mail ballot.

In Bylaws under Article VII, Election on the last page under Section 2 - suggestion: "The Committee shall conduct the election via the association's electronic membership access system. Institutional representatives, and professional, affiliate, and honorary members in good standing on June 30th will be eligible to vote."

The committee reviewed and approved these suggested changes. The recommended changes to the voting procedures will be presented in the October issue of Five Minutes, giving the membership 30 days notice. Voting on these changes will take place at the Annual meeting in Birmingham.

Appendix G

Membership Development and Services

The Membership Development and Services Committee has written and revised a questionnaire that may be used to survey the membership. The survey will be included as an insert in "5 Minutes".

Appendix H

Nominations Committee

During the Spring of 2002, the Committee requested ACHE members in good standing to submit nominations for the following positions: Chair-Elect, Vice President, and Directors-at-Large (3 open positions). In May of 2002, the Committee reviewed all nominations and approved the following: one candidate for Chair-Elect; two candidates for Vice President; and eight candidates for Directors- at-Large.

The slate was published in the July issue of ACHE's 5-Minutes. Ballots were sent by the home office to all members in good standing, and ballots were to be returned by August 15th. This year the voting period was extended by 15 days to provide more time for people who did not work during the summer months. The extension of time garnered 36 additional votes.

The following people were elected: President Elect-Jerry Hickerson; Vice President- Pamela

Murray; and Directors-at-Large-Chris Dougherty, Art Hoover and Rick Osborn. Number of ballots returned was 334.

This election raised the following issues which the membership should address.
1) Candidates running for the Board should have already been chair of their region.
2) A more diverse slate should be brought forth to the membership.
3) Candidates must be nominated; self-nomination is not permissible.
No more than one member of the board can work for the same institution of higher education.

Appendix I

Publications Committee

The primary purpose of the ACHE's Standing Committee on publications is to review the various publications of ACHE, including the ACHE web site, and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education
There were four reappointments to the JCHE Editorial Review Board. A new columnist was added: Mary Bonhomme of Florida Institute of Technology. The Editor created an excellent 50th anniversary issue with the help of past and current leaders/contributors. The Committee recommended doing a subscription campaign in even years and a manuscript campaign in odd years. Subscription campaign was recommended for 2002.

Proceedings
The Board shifted the publication from a volunteer function to a central office function with appropriate funding. Editing and production was done by the home office with great results. Mailing was completed in a timely fashion.

ACHE Directory
The Directory was converted to an online directory this year through the efforts of the home office and the approval of the Board with the backing of this Committee. The results have been excellent. All members are encouraged to use the new online format. Limited paper copies are available.

Five Minutes With ACHE
The newsletters continue to be a valuable and quick resource for members. The Committee recommends more contributions from the membership.

ACHE Web Site
The web site is developing into a valuable resource for the members and holds the possibility of becoming a valuable promotional tool. The web site has been particularly useful in providing information on the Annual Meeting/Conference. The Committee recommends continued attention to and development of the web site.

Appendix J

Regional Chairs

The ACHE Regional Chairs met by telephone conference call at 2:00 PM Easter Time on Thursdays, February 7, May 2 (in Birmingham, AL), August 1, and October 3.

The concerns raised at the Vancouver meeting provided the central points of dialogue for the meetings. The issues were as follows:
a. Resources & conference planning
b. Guide for the Regions" ACHE document
c. Focus of conferences: staff development? Used in lieu of international conferences?
d. Membership Development (grants, leaders)
e. Intra-regional communication
f. Transitions of leaders
g. Development group

Topics for the Leadership Institute in Birmingham were drawn from the above concerns, and leadership for the Institute and the content of the Institute program were agreed upon.

Appendix K

Research Committee

The Research Committee program for 2002 will be of the most exciting ones in recent years. There will be a total of four presenters who will be discussing their research projects on ethical practices, distance education teaching, organizational systems and partnerships, and learning in retirement.

There were several last minute changes because of two additions: one of last year's presenters who was unable to attend due to September 11 was added to the 2002 program and another presenter who relocated to Alaska was unsure initially if she could attend but late in the summer, was able to make arrangements to be in Birmingham.

Donna Keene was commended for her quick responsiveness. Because of Donna, all presenters are listed in the 2002 program brochure.

Appendix L

Accelerated Learning Network

A small, but enthusiastic, group gathered at the 2002 ACHE annual meeting to discuss ideas, issues and concerns involving accelerated degree programs and other non-traditional learning delivery systems. The experience of those in attendance ranged from a great deal, to none, but all were interested in exploring some of the perennial questions surrounding any form of shortened contact hour programs: accreditation issues, institutional buy-in, student satisfaction, curriculum development. There was a healthy debate over the issue of institutional development of accelerated programs, versus "the franchise" approach.

A listserv would be set up at Holy Family College that would begin with those in attendance at the network meeting. All interested persons will be invited to join, by emailing Honour

Moore, hmoore@hfc.edu. The agenda for the coming year is simply to provide a forum for those interested in the topic to share ideas, ask questions of those involved and share best practices.

Appendix M

Community & Two-Year College Network

Priority has been to communicate with 2 year institutions to meet at the annual conference. Letters and emails are being sent to encourage participation at the Birmingham meeting.

Appendix N

Instructional Technology & Distance Learning Network

The network has met three times since the annual meeting via telephone conference call. Agenda items have included discussion of the network web page, proposal for a session at the 2003 annual meeting on the eArmyU program, review of awards process, and a "round-the-room" discussion of developments in technology.

Our proposal for the 2003 annual meeting session has been accepted. Members are developing the material for the presentation even though PriceWaterhouseCoopers still has not released the names of the institutions that were successful bidders for the contract.

Four nominations were submitted for the Creative Use of Technology Award. Winners for this award have been determined. One was awarded in the non-credit arena and one in the credit arena. The names will be announced at conference. The information has been forwarded to the national awards committee.

There was a problem with the submission process through the ACHE website. Hackers had supposedly done damage and thus the nominations could not be electronically submitted. The problem had not yet been resolved by the March deadline for receipt of the nominations. Thus, this year, submissions were sent electronically via email. Hopefully the problem has been resolved but there has been no confirmation that this has happened. In looking at the website yesterday (9/24/02), the form did seem to be active. We'll hope that the hackers stay away.

A replacement for the network convener is being sought.

Appendix O

Marketing Network

At the direction of the ACHE President Robert Leiter, a new international award recognizing excellence in continuing education marketing was established and announced to the association membership this year. The award is named the Crystal Award for Marketing Excellence.

The inaugural year award is being presented to Mississippi State University at the 2002 international conference in Birmingham, Alabama. Mississippi State University was selected for the prestigious Crystal Award in an international competition judged by marketing and communication industry experts.

This fine award will stand as a hallmark to President Robert Leiter's vision for recognizing the important marketing enterprise of continuing higher education.

Thank you to the Network Marketing Committee for their invigorating collaboration in establishing the foundations for this long awaited international recognition program.

A presentation on the Mississippi State University's award winning campaign will a part of the 2002 Birmingham program and will be on display at the conference.

The Marketing Award information can be found on the Association for Continuing Higher Education award web site.

Appendix P

Older Adult Learner Network

The network met at the Vancouver Annual ACHE meeting in 2001. Discussion focused on concentrating on updating the network's membership list, continuing the success of the Exemplary Program Award and presentation, and continuing to encourage program session submissions and list serv discussions.

The Convenor, Norb Henry, began the task of updating the membership list by surveying the 60 members. Unfortunately, Dr. Henry needed to resign as Convenor due to professional responsibilities. The Board Liaison, Charlene Martin, replaced him as Acting Convenor and completed the project. The list revisions were sent to Irene Barrineau for updates in the Association's database.

A letter was sent to members notifying them of the meeting scheduled for Tuesday, November 5 at 3pm at the Birmingham Annual meeting. After a national search, the distinguished recipient of the 2002 Exemplary Program Award is Baldwin-Wallace College for its Institute for Leaning in Retirement.

Appendix Q

Professional Development Network

The Professional Development Network met at the 2001 ACHE Annual Meeting in Vancouver. The outcome of the meeting was several suggestions for professional development for continuing educators (see Midyear Report, April 2002). Among the items noted was a suggestion of mentorships and ACHE internships, plus scholarships to help fund these professional development activities. Survival kits for new adult educators and "eMentorships" were also noted in the brainstorming session. It was further suggested that professional development items of interest could be linked to the ACHE website. These suggestions were sent to the Board of Directors.

Additionally, the Professional Development Network made a recommendation to the Board concerning the 2002 ACHE Scholarship Recipient.

Appendix R

Program Committee

Jim Baker, University of Virginia
Irene Barrineau, ACHE
Pam Collins, Eastern Illinois University
Gayle Cooper, University of Tennessee
Lisa DiBisceglie, Caldwell College
Pauline Drake, Spelman College
Sallie Dunphy, University of Alabama of Birmingham
Regis Gilman, Lenoir-Rhyne College
Roxanne Gonzales, Titan Systems
Vaudie Hallman, The University of Alabama
Art Hoover, Eastern Michigan University
Cindy Kirk, Samford University
Lea Anne Law, University of Tennessee
Larry McMillin, Northwest Nazarene University
Dennis "Skip" Parks, Cal Poly State University, San Luis Obispo
Jim Vondrell, University of Cincinnati
Phil Whatley, University of Alabama at Birmingham
Lou Workman, Southern Utah University

Appendix S

Officers, 2001-2002

President
Robert B. Leiter, University of Tennessee

President-Elect
Allen Varner, Indiana State University

Vice President
Jerry Hickerson, Winston-State University

Executive Vice President
Wayne Whelan, Trident Technical College

Immediate Past President
Nancy Thomason, East Central University

Board of Directors

Lisa Braverman, NY Institute of Technology
Philip A. Greasley, University of Kentucky

Denise M. Hart, Fairfleigh Dickinson University
Charlene L. Martin, Assumption College
Pamela R. Murray, Mary Baldwin College
Dennis "Skip" Parks, Cal Poly State University
Barbara A. Roseboro, Winston-Salem State University
Philip J. Sisson, Community College of Rhode Island

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Mary Wargo, Quinnipiac University

Region II
Joseph Nairn, Rochester Institute of Technology

Region III
Maureen Connolly, Wagner College

Region IV
Christopher Dougherty, Philadelphia University

Region V
Linda Martinak, Mt. St. Mary's College & Seminary

Region VI
Roger Maclean, University of Wisconsiin-Madison

Region VII
Rick E. Osborn, East Tennessee State University

Region VIII
Clair Fisher, Simpson College

Region IX
Dennis "Skip" Parks, Cal Poly St. University

Region X
Lou Workman, Southern Utah University

Region XI
Larry McMillin, Northwest Nazarene University

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Appendix T

Roll of Past Presidents and Annual Meetings

Year & Place	President	Institution
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University

1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	State University of New York, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Education
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI

2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University

Appendix U

Citations for Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield

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